
SOCIAL EDUCATION

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**New
Texts**

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Louise I. Capen

*Head of Social Science Department
Barringer High School, Newark, N.J.*

● Interpreting his country and its traditions to the eighth or ninth grader, this text stresses the importance of the individual in a democratic society and analyzes his relation to the civic groups about him. It presents a panorama of the American scene, discussing the people of the country and their distribution, their industries, and their social institutions. It tells the story of government in its local, state, and national forms. Canvassing vocations and vocational requirements, it describes six possible, planned approaches to the future and evaluates school subjects as training.

American History

Howard E. Wilson

*Formerly, Associate Professor
of Education, Harvard*

Wallace E. Lamb

*Supervising Principal
Schoharie, New York*

● Picturing the United States always against a backdrop of world events, this text unfolds the dramatic story of our country's growth in vivid and expressive terms for seventh and eighth graders. It gives unusually full attention to the social, economic, scientific, and cultural aspects of our national development; and brings the narrative of historic occurrences up to date with a discussion of the United Nations and a consideration of atomic fission. It is a chronological study of the events of our history, but each unit has a theme determined by the common problems of its chapters.

American Book Company

Editor's Page

HIGHER SALARIES FOR WHAT?

ECONOMIC pressures have forced and are still forcing a rise in teacher's salaries. Communities that have habitually supported education well have recognized higher living costs by making some upward adjustments as a matter of course. Communities that have pursued more opportunistic policies have been forced by competition for the diminishing number of professionally prepared—and even unprepared—teachers to offer more both to new appointees and to others whom they have desired to hold.

Boards of education have been faced with an unprecedented number of local teacher organizations presenting more or less vigorous demands for salary revision. A small number of widely publicized teacher strikes, a larger number of threats to strike, and no doubt an even wider fear of such drastic action have resulted in review of salary policies, and revision of salary schedules. Some local and state education associations and the N. E. A. have opened campaigns for public support and for legislative action. Many newspapers, labor organizations, and other groups, including the National Association of Manufacturers, have endorsed demands for higher salaries.

The State of New York, with the highest level of teacher salaries in the nation, has now lifted the minimum annual remuneration of public school teachers to \$2000 and provided an increase of at least \$300 for the current school year to all regularly appointed teachers. The action, which has by no means satisfied teacher demands, is an emergency measure to be followed by a study of longtime needs and policies. Some communities, however, now meet or approximate the N. E. A. demand for a minimum beginning salary of \$2400 for four-year college graduates, professionally prepared to teach, with annual increases to bring such teachers to \$4000 at the end of ten years, and to an eventual range of \$5000 to \$6000 for teachers of long experience and demonstrated efficiency. The interest and attention of the public have been aroused, and a definite and attainable objective has at least been defined.

THERE is no need to labor here the points that teacher salaries are too low, that the average annual wage for unskilled labor is now higher than that for teachers, or that substantial increases are needed to attract and hold teachers of the calibre essential to the discharge of the ever more critical responsibility of the schools. It does seem necessary, however, to emphasize, the point that more is involved in salary increases than relief of a group that has suffered economic hardship because of rising costs of living. Professional values and services in which the public has a heavy stake need to be brought and kept in the center of attention. The opportunity to educate the public, and even many teachers, in regard to the changed and changing responsibilities of schools and professionally trained educators should not be missed. Higher salaries that are grudgingly granted under pressure or in response to threats will yield neither adequate support of education nor a badly needed lifting of teacher morale.

Neither the public nor all teachers have grasped the fact that education has ceased to consist of routine hearing of lessons, together with related police duties, between nine and five o'clock from Monday through Friday during thirty to forty weeks a year. The schools have been committed long since to a far broader, more complicated, and infinitely more demanding program. In an effort to meet changing needs of industrial, urbanized, mechanized, and interdependent society, subject matter has been and must constantly be revised—reorganized and reinterpreted, expanded or contracted, supplemented or eliminated. Teaching procedures and evaluation of results must be modified or adapted in the light of new educational research and new or newly recognized needs of those taught, of local communities, and of society. Individual differences in the backgrounds, interests, and capacities of all American youth, now the concern of secondary as well as elementary schools, require more versatility and command of a broader range of resources than were considered necessary in teaching the relatively select school popu-

lation that was once required to learn primarily from reading or to be rated as failures.

The period of professional preparation has necessarily been lengthened, and the necessity for continuous study and growth, for refresher and supplementary study, for maintenance of professional contacts, observation, and experiences grows ever more urgent. Moreover, responsibility for guiding individual growth and personal adjustment implies more carefully selected personalities and calls for individuals with greater knowledge of and deeper insight into human behavior, with a broader range of interests and of activities, and with markedly greater skill in human relationships than were too often associated with the teaching of the three R's or a program in which subject-matter preparation was the chief qualification. The fact that many teachers have always given more than was required or financially compensated is no reason for expecting all teachers to do so now that the additional services have become a social necessity.

Neither the new responsibilities of schools and teachers nor their implications for closer home and community relationships can be discharged between nine and three or even eight and five o'clock. Faithfully met, they fill; through professional practice, professional study, and personal growth and re-creation of energy and personality, all the hours of all the days in the year. The notions of short hours, long weekends, frequent vacations, and long summers for loafing or for supplementing inadequate pay may explain why the pay has continued to be inadequate and may be a measure of the failure of educators to educate the public about education. Carried over into salary policies, it presents only morale-breaking discouragement to teachers who have and who try to maintain professional standards.

EDUCATION has long been failing to hold its own with other professions—medicine, law, engineering, administrative work in many areas—in its appeal to able young men and women. It has accepted many recruits whose qualifications were, at best, marginal. That fact is now an embarrassment, both in the maintenance of professional standards and in belated demands for professional status and remuneration. Nevertheless a bad situation can scarcely be

improved by continuing to allow poor teachers to drive out good, or good teachers to be forced into other lines of work, or good prospects to be repelled by unattractive salaries and status.

Exceptional qualifications, exceptional service, or advanced professional training can be and should be recognized and rewarded. Already the N. E. A. is proposing a differential for long and successful experience and special competence, and some salary schedules are taking account of a second year of graduate study.

More than salary increases is involved, however, in the present effort to make teaching attractive and satisfying as a profession. Teaching loads—in terms of students, number of classes and preparations, and the aggregate of additional guidance, "extracurricular," clerical, and community responsibilities also need review. Total load needs to be kept reasonable. Teaching five to seven classes involving three to seven preparations, with study hall supervision, homeroom and guidance assignments, sponsorship of "extracurricular" activities, maintenance of community and parent contacts, curriculum-revision committee work, and various clerical chores, is not a reasonable total load. The combination of all or several of these activities saps strength and morale. It urgently needs the attention of those interested in establishing and maintaining professional standards.

WHO has the responsibility for leadership? The public? The laymen on school boards? The press? Scarcely. The leadership must come from educators—in part from schools of education, in part from administrators, in part from officers of educational associations, but also, and in no small part, from teachers. Faculty room wailing gets nowhere. Unions, with pressure programs, threats of strikes, or actual strikes are more effective but may neglect responsibilities that are inherent in a profession—responsibilities for developing and for maintaining professional standards of competence and service. It is teacher organizations, however—local as well as state and national—that can best formulate professional opinion and policy, best develop public support for needed salary increases, and best make clear by professional performance for what services the salaries are paid.

ERLING M. HUNT

Understanding the United States Abroad

Richard H. Heindel

ALL of us, I assume, believe that understanding helps peace and guarantees civilization. An educational faith less than this means obscurantism and despair. Yet, in their knowledge of foreign communities, all nations could be described as elementary. To use diplomatic jargon, misunderstanding is multi-lateral.

Just what is misunderstood about the United States abroad? This is not an easy question. There should be scientific studies on this subject, revised daily. The distortions may be inherited or deliberate; they differ from place to place and often change in content for devious reasons.

There are some peoples with blind spots—like the 200,000 recalcitrant Japanese immigrants in Brazil who this September had to have Navy films and Japanese newspapers to convince them that Japan did in fact lose the war.

There are a good many groups who judge other people by power, and therefore conclude either that the United States is a social weakling headed for economic doom or an industrial giant threatening the economic life of other countries. Those who have nothing more effective to misunderstand maintain that we are without ideals, predominantly materialistic. Others contend that we want everyone to be like us and that we preach concepts, such as the freedom of information, in order to undermine the power of existing governments. When all of this fails, they throw the oldest brick of all—that we have no culture or experience worth understanding. The inconsistencies in these stereotypes make the

Americans need to understand the peoples and nations of the rest of the world—but those peoples and nations also need to understand us. The program of the Office of International Information and Cultural Affairs of the U. S. Department of State is described by the chief of its Division of Libraries and Institutes, in an address to the National Council for the Social Studies at its Boston meeting last November.

problem of international understanding educationally challenging. But just as important, such fears and suspicions hamper daily diplomacy.

What is understood about the United States? This is even more difficult to detect than the misunderstandings because that which is understood is often taken for granted. Although sometimes we seem to do good by stealth, I believe that many peoples would grant to Americans a charitable inclination and a spirit of free cooperation. Certainly, enough is understood, and the world-wide audience is sufficiently large, to inspire any educator.

I HAVE said enough to show that the international information and cultural affairs program of the Department of State is not so very far removed from educational matters or problems. It is in youth and adult education, extension work on a world basis and under new circumstances, where new devices must be found and tested ones put into practice. It is a teaching process of the best kind—where the teacher learns continuously from the “student,” where human relationships are cultivated.

The use of information and culture as an integral part of the conduct of foreign relations pays, daily, practical tribute to the best products of civilization. The facilitating and supplementary program in the Government, which I will describe enthusiastically in a moment, does not obscure the influences which have flowed outward from this country, through all channels, to all points of the earth, since Columbus. The influence of Frederick Jackson Turner’s “frontier” and the like, did not stop at Boston. When, a hundred years ago, the Persian Ambassador said the greatest benefit his country had known in recent times had come from Boston, he referred to the introduction of ice by Tudor, the Ice King of Saugus. Dorothea Dix’s desire to improve the treatment of the insane led to the founding of a hospital in Rome where, some months ago, we sent many books on political science to aid the conduct of free elections. A persistent citer of our

constitutional law is the Supreme Court of Argentina. In Latin America alone, there are over 400 elementary and secondary schools with North American affiliation.

The Government's supplementary program does not relieve individuals and private agencies of a great responsibility in this vital international task. For example, there have not been, in the rest of the world, many annual conventions, such as those of this National Council, of scholars and teachers in the social studies. I wonder how many copies of your proceedings, on so many important subjects, have circulated fully, normally, and speedily throughout the world? How many summaries in translations? How many distillations of conclusions have been beamed by short-wave? Yet conventions such as these, thousands of them, and American organizations such as the National Council, have more than national significance. These events are part of the life and thought of the United States, and a part of the development of knowledge. The dissemination of this kind of information is an important factor in building a world community.

Similarly, one of the best things that could happen today in world affairs would be a broad increase in United States book exports from the paltry 3 per cent of 1938, an increase that would contain quality periodicals and much more than "best sellers." We could do much more before encountering accusations of cultural imperialism or "dumping."

THE Government program can help. The U.S. Government's official foreign cultural relations policy might be said to have originated in 1840 in a joint resolution of Congress which provided for the exchange of duplicate publications in the Library of Congress for other works in foreign libraries. A hundred years later, quite fittingly, this country, which pioneered in extending library services for its own people, began developing American libraries abroad as an acceptable instrument for promoting understanding of the United States. There are now eighty-five U.S. Information Libraries of various sizes in 41 countries. During the last year, these libraries were used by about 4,000,000 people. The basic book collections are used twice over every thirty days. In many instances, they have led to the expansion of the democratic idea of a public library. (One thousand persons attended the *re-opening* of the Library in Belgrade in December, 1946, despite the bitter weather!)

There are in addition seventy-two cultural in-

stitutes and branches in the Western hemisphere. One of their important activities is to develop the teaching of the American version of the English language. The centers were used by over 800,000 people last year, and had a student enrollment of 60,000. Fifty-six per cent of their expenses are met locally. Activities of the centers are varied, they include film showings, musical evenings, and baseball clubs; in several countries the center has introduced the idea of open forums and panel discussions.

Grants have been made to 40 American-sponsored or affiliated schools, and another 400 schools have been aided with educational materials from this country. Thousands of publications, including documents, have been distributed or exchanged with other countries. The translation of 150 books, including an up-to-date history of the United States in Arabic, has been aided where commercial arrangements were inadequate. Art exhibits and musical scores and recordings have been distributed as a result of many requests from the field. Sometimes these programs are described as long range, but this should not mislead us. All of them have an immediate effect and a lasting result.

AVAILABLE estimates indicate that approximately ten million people each month attend OIC film showings of news reels and documentaries. A mobile motion picture unit, working out of Chengtu, China, made a thousand-mile trip during July, reaching an estimated 50,000 people in small villages. I believe also the Government of Yugoslavia, with film strips produced by the Pictures Branch of the U. S. Department of Agriculture, continued to train veterinarians in the treatment of the diseases of domestic animals even during the ban on American information services.

Radio broadcasts in 22 languages are now beamed to reach an estimated audience of millions. These broadcasts include educational programs such as Radio University where specialists conduct round table discussions.

There are also two daily editions of a wireless bulletin, approximately 7,000 words each, which go to 60 overseas missions by wireless and to 200 other points by airmail. These bulletins carry texts of official statements and documentary news of cultural significance. The one magazine published is the Russian language *Amerika*. The Soviet Government recently authorized an increase in its circulation to 50,000 copies, which are sold on newsstands.

THERE is an element of cooperation and reciprocal interest and exchange in all of these programs. There are, however, some programs which are specifically labelled as cooperative and often conducted bilaterally in agreement with other countries.

About 35 Bureaus of 12 Government agencies conduct scientific and technical field projects in other countries. These include agricultural research, child welfare, public health, civil aviation, education, anthropology, and the like. This year approximately 200 U. S. Government officials are engaged in cooperative scientific and technical projects with other governments. Taking all these cooperative projects together more than half of the total expenses are paid by the cooperating foreign countries.

In the exchange of students and teachers, the government's role is that of a catalytic agent. Last year, of the 10,000 foreign students in this country only 315 were here on official awards or grants. Official awards were given to some 200 government and industrial "trainees." Fifty specialists and professors came to this country for lectures or advanced studies, in the official program, and seventy American professors were sent to teach abroad. Grants were made for foreign study to ten students, the first to go since the war.

In this official exchange of persons and program—and this includes scientific and technical personnel as well as students, teachers, and leaders—we are now limited to exchanges with the other American Republics. Peacetime authority for such exchanges was given by Congress in 1939, as part of the Good Neighbor Policy. Similar authority for the rest of the world was contained in a bill, introduced by Congressman Bloom last year, known as the Cultural Relations Bill. Unfortunately this legislation, after successfully passing the House and receiving the approval of the Senate Foreign Relations Committee, died with the last session of Congress. It is expected that a similar bill will be introduced when Congress reconvenes.

The field force to carry out these programs consists of 375 Americans and some 1400 local employees. The Americans, who are known as Public Affairs Officers, Cultural Officers, Information Officers, or Librarians, are the specialists who are on the spot to interpret current American developments and our cultural heritage.

IF THE American people did not have some faith and some very good reasons for believing in the value of American culture, it would be folly to take the trouble to see that other people

knew anything whatsoever about the United States. We believe the story is worth telling! Furthermore, we believe it can be told without vanity, distortion, pressure, or depreciation of others. The process of telling or teaching may be just as much a contribution to international peace as the story itself.

There is nothing incompatible between the objectives of this program and the closely related objectives of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) which is now meeting in Paris. Since ignorance is multilateral, its dispersion must involve all countries. This is what UNESCO hopes to do. The bi-lateral approach through the OIC is a contribution to the world's general store of knowledge and will be needed to supplement and carry forward the more general objectives of UNESCO.

In the day-to-day presentation of the "full and fair picture of the United States," a fundamental question arises which is not new to social scientists. What portions or elements of American life are *interesting, effective, important, valid, or relevant* in foreign countries? We could know more about this subject. So far the answer seems to be that some choices must be made. In some places, labor has more meaning than agriculture, art more validity than science, political science more importance (and more trouble) than technology.

American social studies are a very important part of the composite picture. The very nature of history, economics, political science, and the like, make them difficult to handle internationally. By the same token, the teachers of social studies in this country have an important role to play in the interpretation of other nations and in the field of international relations. Science, music, painting, even the novel, may have an immediate international acceptance; so some day may a textbook in social studies.

MEANWHILE, is there some way that the thirteen billion dollar defense budget can be safely and economically reduced? I would like to quote General Eisenhower:

Cooperation can be established between peoples of divergent social and political beliefs if it is based on mutual respect and mutual understanding. Both of these are important and, even though development of international understanding is not a direct responsibility of the Army, yet the effect of progress in this direction is so profound upon our security position, that the Army views with intense satisfaction every effort by individuals and by private and public organizations of our country to disseminate truth, to combat falsehoods and promote international confidence based on knowledge.

Arbitration, a Challenge to Education

W. Seward Salisbury

THE peaceful settlement of international disputes is the minimum basis upon which a world organized for peace and security can be achieved. A Conference on Arbitration and Education, held in New York in February, 1945, under the auspices of the American Arbitration Association, considered the history and present status of the use of arbitration for the settlement of international disputes and the settlement of private disputes within the United States. A tentative program for the incorporation of arbitration information and techniques into the educational curriculum on the various public school levels was also outlined.

The American Arbitration Association believes the extension of arbitration as a peaceful means of resolving international conflict depends, now, upon educating the great masses of the citizens of the democracies in arbitration as a way of life. Foreign policy in a democracy is valid only when it is understood and accepted by the great majority of the people. Arbitration will not become an irrevocable feature of our foreign policy until American public opinion has accepted it as the logical and necessary means by which conflicts of international interest are compromised.

TEACHERS AND ARBITRATION

IT IS not surprising to find the American people so little acquainted with arbitration. It was pointed out at the conference that arbitration has no written history, no handbooks or organized source material, no popular textbooks for students or teachers, no outlines of courses or appropriate syllabi, no descriptive material on arbitral machinery, no assembled information on policies or programs, no treatises on the strategy of winning and holding the peace, no proper research or laboratories, no assembled data on how and why international disputes cause war.

The values and processes of arbitration, in both domestic and international affairs, are pointed out by the head of the social studies department in the Oswego (New York) State Teachers College. He believes that arbitration has been too much neglected in civic education.

War, on the other hand—its history, its tactics and strategy—hold a leading place in the literature and instruction of all nations.

Education has the opportunity and responsibility to initiate programs in the training of youth, of teachers, and of writers and leaders; to develop programs of research and experimentation; and to organize discussions, both historical and philosophical in nature.

IN DOMESTIC DISPUTES

THE case for arbitration does not rest solely on its international possibilities. During the last twenty-five years arbitration has had a distinguished record and has found increasing use for the settlement of private disputes in the United States. In the metropolitan area business has found that the court calendars were so crowded that frequently their disputes were not finally adjudicated until two or three years had lapsed. Failure to achieve an immediate solution of disputes creates chaos in certain industries. These industries have increasingly turned to arbitration as a solution of their problems. Arbitration can be arranged within a few hours or days, at the time and convenience of the parties to the dispute.

Furthermore, disputes in the various highly specialized commercial fields have become increasingly technical and involved. Judges have found it ever more difficult to render proper decisions where technical points are involved. Juries are chosen because they know nothing about the case, and have no informed opinions in the field of dispute. In arbitration, on the other hand, the decision is rendered by an arbitrator or board of arbitrators. These arbitrators are chosen by the parties to the dispute themselves from a panel made up of leading specialists, authorities, and public figures in the particular field.

Building and construction was one of the first industries to make widespread use of arbitration. Today most contracts in the world of the theater, motion pictures, and the radio carry arbitration clauses. The question of appraisal in fire insurance is usually decided under arbitration procedures. Labor and management have turned more and more to arbitration as the most ad-

vantageous means of settling disputes. Many labor contracts now include arbitration clauses.

Criminal cases are not proper subjects for arbitration. A crime is committed against society. Acting in behalf of society the state apprehends the accused and brings him into court, usually against his will, and administers the duly prescribed penalty.

NEW YORK LEADS

WITHIN the continental United States the law of arbitration is determined by the statutes of forty-eight different states. Arbitration is as well developed in New York as in any state in the Union. This is due in part to the support given to arbitration by the Bar Association of the City of New York.

Many members of the bar in the early days of arbitration were afraid that its extension would ruin the legal profession. The apprehension thus aroused was largely dispelled when it was discovered that in nearly all arbitration cases the parties involved were represented by the same attorneys as would have represented them if they were in the courts. Furthermore, it was discovered that the income of lawyers who engaged in arbitration was not necessarily decreased. The Committee on Arbitration of the Bar Association of the City of New York has taken the leadership in preparing legislation to improve and extend arbitration, having this legislation introduced into the Legislature, and exerting pressure to see it added to the statute books.

Arbitration is an American sort of way of meeting a problem. It is entered into voluntarily, having its origin in the parties themselves. It shows promise of becoming a wholesome and salutary antidote to the red tape and bureaucracy inevitably associated with the centralization and mass action that characterizes the machine age.

Arbitration has been defined as the "lubricant" which brings parties in conflict together to their mutual benefit. The procedure itself is directed to the immediate solution of the problem. Many times the initiation of the arbitration procedure brings the parties together in such a manner as to achieve a solution of the difficulty through conciliation without resort to the final arbitral step.

INTERNATIONAL ARBITRATION

THE history of the United States is marked by several outstanding examples where our nation has submitted important international problems to arbitration with great profit. Under the

Jay Treaty (1794), the United States and England agreed to settle all controversies by arbitration. Arbitration commissions under the authority of this treaty settled the vexing boundary disputes between Canada and the United States as well as the pre-Revolutionary debts of American colonists to British creditors.

Confederate war vessels fitted out in British ports preyed upon and caused great damage to Union shipping. The North maintained action on the part of England was a violation of neutrality. The dispute was settled by an arbitration commission sitting in Geneva, Switzerland. The commission awarded the United States fifteen and a half million dollars damages, which was immediately paid by England.

The Hague Tribunal was the first great attempt, prior to World War I, to establish a standing organization for the settlement of international disputes by means of arbitration. Following World War I the Permanent Court of International Justice, an adjunct of the League of Nations, was created to solve international conflicts according to the principles of arbitration. Both organizations had numerous successes in settling controversial issues that states submitted to them. Unfortunately, most of these issues were relatively minor in nature. The vital disputes between the great powers were never submitted to arbitration.

There are a number of contributing reasons why this was not done. Not the least was that the United States failed to join the League of Nations and thereby refused to become a party to an integrated system of collective security. Furthermore, the peoples of the democracies were never wholly convinced that collective security was necessary. Apparently a majority of the American people felt a policy of isolation desirable, practical, and the best means of preserving the American way of life. On the other hand, the people who believed collective security just as necessary and desirable lacked the information and experience to make effective and convincing arguments for American participation in international affairs.

THE PROMISE OF THE FUTURE

RECENT developments in arbitration hold promise for a rapid extension of its principles in the field of international disputes. Arbitration is firmly established and widely used within the British Empire to settle disputes arising out of trade and commerce. Interestingly enough Soviet Russia has already found frequent occa-

sion to incorporate arbitration into her treaties and trade relations with her neighbors.

The Inter-American Commercial Arbitration Tribunal has been set up by the nations of the Western hemisphere to care for the steadily increasing number of arbitration cases referred to it. Arbitration is so well advanced between the United States and Canada that a special Canadian-American Commercial Arbitration Tribunal has been created.

The incorporation by the federal government itself of arbitration in the War Contracts Termination Act has been hailed as a great step forward for the acceptance of the principles of arbitration. By this act the government agrees to submit to the decision of a board of arbitration disputes between the government and private enterprise arising out of the termination of war contracts.

The implementation of the Bretton Woods pact, the Dumbarton Oaks security organization, and the International Air Conference will bring about great use of arbitration principles, for each requires that disputes arising out of the operation of these agreements shall be resolved by arbitration. The liquidation of Lend-lease will present many problems which will also be proper subjects for arbitration.

RECOMMENDATIONS FOR EDUCATION

SEVERAL sessions of the Conference considered ways and means of making the American people arbitration-minded through the medium of public education. The delegates divided into four working committees: elementary education, secondary education, college, and administration.

The several committees in their individual

meetings and in the combined meeting made a reasonably comprehensive survey of the problem of expanding the curriculum to include arbitration. The delegates from several of the colleges pointed out that in their institutions practices which were akin to the principles of arbitration and conciliation were common in both teaching and administration.

The tentative program outlined by the four committee reports emphasized the following two points. Information about arbitration, its history, present status, and future possibilities, should be brought into the curriculum in the various levels from the elementary school through the college. It was recommended that units be brought into the standard social studies courses and where necessary less valuable content be dropped to make room for them. In some fields as much attention as that provided in a special course was advised.

Secondly, it was recommended that each institution search out opportunities where the techniques of arbitration may be put into actual operation as the accepted method of resolving disputes and conflicts—between students, or student organizations, between faculty and students, or between faculty members or faculty departments. Other recommendations included a conference on arbitration for student delegates; adult indoctrination in the various communities by talks, discussion, and demonstrations; encouragement of faculty members to qualify for arbitration panels and to serve on arbitration cases.

The adjournment of the Conference found the delegates in agreement that the field of arbitration was a challenge and an opportunity for education really to prepare people to participate in a world organized for peace.

We have said that tests and data-analyses are valuable in distinguishing between the contingent and the accidental relations in situations where experimental control is not feasible. But to an increasing degree, it is proving feasible to introduce some experimental control into social situations where it was formerly deemed impossible. A simple illustration is the use of opinion scales in measuring change and persistence of emotional attitudes in children resulting from witnessing propagandistic movies. Attitudes of voters, of consumers, of employees, of unemployed men, of soldiers, of students, and many other selected groups, have been sampled and studied by such methods, and variations in effect traced through modifying one condition or another, to the betterment of our understanding of what it is that makes people tick, and what changes cause them to tick faster or slower (Forrest A. Kingsbury, "Psychology in the Education of Social Science Teachers," *Social Education*, V. May, 1946, p. 212).

Intercultural Education in the Cleveland Social Studies Program

Allen Y. King

MIGRATION to America has been one of the great mass movements of history. The United States has drawn its peoples from all the lands of the world. Every race and nationality has brought its culture to Cleveland. This has enhanced the color, richness, and strength of the life of our city and our nation.

The variety of national and racial strains in our population also imposes upon us the task of building unity within this diversity. The tensions and discriminations currently existing between groups, and the danger of their increase, is disturbing to thoughtful Americans. Race hatreds and group intolerance are not consistent with the ideals of a nation based upon freedom, equality, and justice for all; their growth threatens our survival as free individuals and as a democratic people.

The future welfare of America requires that high priority be given both to the elimination of these disruptive forces and to the building of harmonious relations between groups within the city and the nation. Unity, however, does not imply complete uniformity in thought and purpose. Various types of differences will, and should, exist. Progress depends upon the proper utilization of differences. The task is one of retaining the desirable features of a diverse society while removing the evils which may grow out of differences.

Intercultural education has as its objective the breaking down of the barriers tending to disrupt our national unity and the establishment of firm bases for mutual understanding and cooperation of the various racial and nationality groups present in our population. The achievement of this

goal will not be easy. It will require the combined effort of individual citizens and of many agencies and institutions—home, church, school, private organizations, and government.

RESPONSIBILITY OF THE SCHOOLS

THE schools cannot carry this responsibility alone, but they have an important contribution to make. The Cleveland Public Schools for a number of years have had a program designed to build in young people the foundations for harmonious relations between the various groups that make up our population. The program has been continuously and consciously enlarged. It has been a part of the course of study in several departments of instruction and has received much attention in extra-curricular activities—clubs, athletics, assembly programs, radio programs, musical organizations, and commencements.

The entire social studies program—history, geography, civics, economics, modern problems, commercial law—has as its basic purpose the development of an understanding of human relations, the creation of attitudes of wholesome respect for other persons, and the provision for practices in democratic living. Some elements of the program are planned to deal specifically and directly with intercultural and interracial relations; other elements make less direct but very real contributions to the achievement of inter-group relations. Both the direct and the indirect approaches are essential to a well-balanced program for the promotion of good will and for preventing the growth of prejudice.

In using the direct approach, the study of prejudice and tensions is generally postponed until the senior high school. To introduce the consideration of these problems by young pupils in the elementary schools would tend to accentuate the very factors we are attempting to eradicate. Young children are not aware of the problem; they need to appreciate the positive aspects of the situation before they can study the difficulties objectively and profitably. Emphasis in the elementary school is placed, therefore,

The practical and systematic approach of the Cleveland elementary and secondary schools to consideration of intercultural and intergroup education is described by the director of social studies in the public schools of that city.

upon how we depend on others, upon the biographies of men and women who have contributed to civilization, upon the basic principles of living together harmoniously, and upon providing opportunities for satisfying experiences in democratic living. This emphasis is continued in the junior high school, and to it is added a careful analysis of the people who compose our population—local and national. Special attention is also directed to the contributions individuals and groups of differing national and racial origins have made to our way of life.

On a more advanced level, the senior high courses continue the study of the items begun in elementary and junior high schools. With this positive background of information, understandings, and attitudes they are prepared to probe their prejudices, analyze the common misconceptions regarding races, examine the causes of discrimination, and outline methods to counteract the forces destructive of unity.

It should be noted that the Cleveland schools have not organized a separate semester's or year's work on any one minority group, e.g., "The Negro in American Life." It is an indication of subconscious race prejudice to treat the Negro "problem" as separate and distinct from other minority problems. Such separation may be considered "Jim-Crowism" in the curriculum. Each minority problem may have complications peculiar to its specific case but all these problems are related and tend to form parts of a more general pattern. The study of great Negro leaders or of the Negroes as a group is best done in its natural setting in regular courses and units dealing with the life of our nation and community. In general, that is the plan followed in the social studies in Cleveland.

THE DIRECT APPROACH

A FEW examples from the social studies curriculum, using some special references to the study of the Negro, will illustrate what is done with the study of races and nationalities in our population.

Much attention is given to biography, especially in American history, in Grades 5, 6, 8, and 11. Among the biographies related to the Negro are those of Abraham Lincoln, William Lloyd Garrison, Booker T. Washington, George Washington Carver, Crispus Attucks, Paul Lawrence Dunbar, Paul Robeson, and others. The amount of attention given to the lives of such leaders varies from class to class and school to school. The amount of emphasis depends, to some extent,

upon the interest of the pupils and the individual teacher. It also depends upon the ready availability of satisfactory supplementary reading materials, because the average textbook does not, or cannot, give as much space to any one person as may be necessary. Up to the last few years there has been a shortage of biographical materials on Negro leaders suitable for use by pupils. Fortunately some publishers are now making efforts to correct these deficiencies and Cleveland schools are securing copies of such new publications as they appear.

A few schools have organized special units on "Negro history" in their American history courses. Most schools, however, have made conscious efforts to distribute attention to Negro history throughout the American history courses. In the eighth and eleventh grades, American history courses give much attention to the evils of slavery, the problems of reconstruction after the Civil War, the progress and difficulties of the Negro since the days of slavery, the too frequent appeals to prejudice in political life, and to such organizations as the Ku Klux Klan. Considerable emphasis is placed upon the progress which the Negroes as individuals and as a group have made in improving their own conditions and upon the progress—gradual, even though too slow—which the United States has made in extending economic, cultural, and political opportunity and rights to Negroes. This emphasis upon progress is given so that Negro pupils may gain a reasonable sense of pride in the achievements of their own group; that they may enjoy a sense of psychological security; that all pupils may gain an appreciation of the achievements of their fellow Americans; and that all may be challenged by the hope that further needed progress is possible in spite of obstacles.

THE unit on "America: A Nation of Immigrants" studied by all seventh-grade pupils for one-fourth to one-third of a semester, surveys the various national and racial strains in the population. There is an analysis of the principal reasons why different peoples came to the United States, some of the difficulties these immigrants faced, the opportunities they sought and helped to create for themselves and others. A study is made of the culture, arts, and traditions which the people of each group brought with them. The heritage of each group has enriched American life and all groups have contributed to America by what they have done since they arrived. Great leaders in America from the various strains are

noted and studied. For the purpose of developing deeper appreciations, certain groups are selected for more intensive study—these may be considered typical studies. Time does not permit the extensive study of every one of fifty or more groups and it is likely that the pupils would not endure it very well. Each class therefore selects certain ones for relatively careful study. The groups selected for this special emphasis usually include the larger ones, those which may be considered most typical, and those whose descendants are enrolled in the particular class.

The study of democracy as a way of life is given special attention in the curriculum. In 1941 the Cleveland schools introduced special units on "Democracy" in Grades 4, 5 and 6. These units dealt with such subjects as "Liberty and Equality in the Home and in the Nation," "Refugees Find Opportunity in America," "Freedom of Opportunity," "Democracy vs. Dictatorship—Stressing Respect for the Individual Regardless of Nationality, Race, or Creed," and "The Rabble Rouser—A Story on Discarding the Appeal to Prejudice and Emotion." In a ninth-grade unit, "Our Duties and Responsibilities in Living together," much emphasis is placed upon the idea that the enjoyment of liberty requires that we exercise these liberties in such a way as not to deny equal opportunities to others and that it is un-American to promote racial or religious prejudice. In American history the study of the Declaration of Independence and the Bill of Rights emphasizes the need for a recognition of equality of opportunity for all citizens.

The social studies classes have utilized many of the resources of the community to gain a greater appreciation of the various groups in Cleveland. Examples of these resources are the Cultural Gardens, the Intercultural Library, the Art Museum, the Western Reserve Historical Museum, the Health Museum, and the many organizations working on the problem.

INDIRECT APPROACH

THE above points are typical of activities using the direct approach to the problem of intercultural education. In many respects less direct approaches may be equally if not more effective. Intolerance and prejudice as expressed between races and nationalities is part of the whole problem of bigotry, intolerance, and misunderstandings in group living. People who are prejudiced against one group usually have prejudices against other groups or can shift easily to intolerance of other groups—other minorities,

races, nationalities, religions, labor leaders, labor unions, bankers, industrialists, farmers, politicians, foreign nations, etc. Whatever is done to lay a foundation for an understanding of how people depend upon each other and how they can live together harmoniously will contribute to better relations between ethnic groups. A few examples will illustrate how the indirect approach in the social studies program contributes to this end.

Conscious effort is made to have pupils with differing racial and national backgrounds work together on common projects and toward common goals. As they become interested in the same activity they forget their minor differences and come to recognize individual merit regardless of race, color, or creed. They discover that in all groups there are some who are crude, discourteous, dishonest, careless, shiftless, or lacking in ability, and conversely that ability and the common virtues are characteristic of members of all groups; that both the desirable and undesirable qualities are individual traits rather than group characteristics. Respect for the worth of each individual is a basic tenet of democracy and the primary requisite for good intergroup relations.

Geography is taught in Grades 4, 5, 6, 7, and 10. The similarities in the life and aspirations of peoples in different areas is emphasized rather than the unusual, the bizarre; and the exotic. Whatever differences do exist in dress, housing, and ways of making a living are seen as the result of differing conditions under which people live. As pupils, through their study of geography, come to understand the labor, recreation, art, political and social life of people in other sections of the United States and in other countries of the world, they come to respect people everywhere.

A similar result, but from a different approach, is gained by the study of world history. One of the primary purposes of world history is to give the pupils a systematic understanding of the backgrounds and cultures of peoples who have made our country and our city. Customs, traditions, beliefs, religion, dress, folklore, family relations—the total way of life of any people—are greatly determined by long historical experience of a particular people.

The ninth-grade unit on "Our Opinions" and the twelfth-grade unit on "Public Opinion" direct attention to the harmful effects of prejudice and intolerance. A study is made of the purposes, methods, and devices used by propagandists—name calling and the frequent practice of unwisely associating names of persons accused or

guilty of wrong-doing with groups to which they belong, e.g., pupils of X high school, Negroes, Jews, Bohemians, English, Irish, Italians, Chinese, etc.

NEED FOR IMPROVEMENT

INTERCULTURAL education receives much attention in the social studies program in the Cleveland Public Schools. Yet careful consideration must be, and is being, given to the further improvement of the program. The courses of study need to be revised constantly to incorporate the most effective techniques and procedures growing out of the practices and experiences of teachers working on the problem. Committees should continue to search for new and better teaching aids—especially appropriate reading materials and films—pertinent to intercultural education. Further and continuous study should be made of the pronouncements of national leaders and the experiences of other school systems working in the field of intercultural education. Information about the people of Cleveland, presently extant, should be organized in forms useful and meaningful to pupils. Ample provisions should be available at all times for the dissemination and exchange of information on this subject. The best practices of some teachers should be more generally used in all classes with such variations as local circumstances may determine.

CONCLUSIONS

INTERGROUP relations is one of the most difficult as well as one of the most important matters with which the schools have to deal. First, it is an area in which excessive zeal, especially if misdirected, may be more detrimental than indifference. Second, care must be exercised in teaching about different groups that superficial differences do not receive undue emphasis; that misconceptions about special endowments of various racial or national groups are not reenforced or induced. Since people of various groups are more alike than different, the similarities must be stressed constantly. Third, there are numerous other legitimate demands upon the time of pupils. Balance must be maintained between the amount of time and effort devoted to this subject and the time and effort given to other highly important subjects in the school curriculum, within and without the social studies program.

The removal of prejudice and intolerance from American life is not a task which will be achieved easily or quickly. Perhaps the most that can be hoped is that they be reduced radically and held constantly to a minimum. Patience is needed to avoid discouragement and to prevent premature or unwise action. Patience can be a potent factor for the achievement of the very ends desired. Progress will be hastened, however, by conscious, well conceived, and effectively directed plans.

Perhaps the most significant conclusion to any current study of community utilization in intercultural education is the recognition that a great deal more of community-minded activity must take place. Many of the examples cited are good, but much more must be done if the school is to develop any significant relationship to the community.

It is paradoxical that an approach which again and again is recommended by specialists in building good human relations is neglected. In spite of the testimony of such disciplines as psychology and sociology, American schools do not sponsor many programs and activities which involve the working together of varied racial, religious, ethnic, and social-economic groups on common community-centered enterprises. Yet on every hand we hear that the actual experience of knowing an individual through joint enterprises is more effective than reading about hypothetical persons, or discussing liberal theory without action (Hilda Taba and William Van Til, Eds., *Democratic Human Relations*, Sixteenth Yearbook. Washington: National Council for the Social Studies, 1945. P. 226).

Should Colleges Prepare Teachers Who Know What to Teach Or How to Teach?

Howard R. Anderson

A THOUSAND years hence, pupils in world history classes may study about the nineteenth and twentieth centuries in order to learn what were the problems which confronted the people of that day, and how well those people were able to identify important issues and work toward their solution. They will recognize that in that bygone period, Western peoples revolutionized the methods of production, conquered many diseases which preyed on mankind, and raised the standard of living for the common man.

Doubtless, however, the history students of the thirtieth century will wonder at the failure of Americans (who in many ways were the most progressive and enterprising people of the twentieth century) to implement the ideals expressed in their great charters and documents (the equality of man; the rights and obligations of freedom of speech, press, and worship), to live in such a way that concern for the common good took precedence over concern for the aggrandizement of the individual or the small group, and to exercise the leadership necessary to banish want and fear in the world community. The young people of the thirtieth century will find it difficult to understand why the inventions which made communication instantaneous, travel swifter than the wind, and man's power to produce greater than that of any legendary giant were used not to bring peoples together in united effort for the common good, but rather to sow mistrust and to arm brother against brother. One

thousand years after the catastrophe which all but wiped out Western civilization and threatened mankind with extinction, students and teachers will remark at the lack of common sense manifested by their ancestors. They will feel that the people of the twentieth century were incredibly stupid in not recognizing the fearful import of certain simple propositions which pointed up the choice which then confronted mankind.¹

THE GREAT IMPERATIVES OF OUR DAY

EIGHT imperatives of the atomic age may be listed:

1. Science and technology have made all peoples closely and increasingly interdependent.
2. In consequence, few, if any, national problems of any magnitude are not also international.
3. Because peoples cling to the outmoded institution of unlimited national sovereignty, a state of international anarchy obtains.
4. The cost of international anarchy (two world wars and a world-wide economic depression) has been frightful in a world dominated by a technology based on steam, internal combustion, and electricity.
5. Atomic power is a new and vastly more potent type of energy, so revolutionary in character that it cannot be considered within "the framework of old ideas."
6. If properly controlled and used, atomic energy can bring great benefits to mankind.
7. If atomic energy is not properly controlled and used, the odds are that man will by his own hand destroy himself and his works.
8. The desperately needed new "common sense" needed to live in an atomic age can only be created upon the basis of understanding.

The last proposition defines our responsibility as social studies teachers—to work against time to help man develop the common sense which

The Specialist in Social Studies of the U. S. Office of Education presented this analysis of needs in the preparation of social studies teachers at a meeting of the National Council at Boston on November 29. Dr. Anderson has had long experience in teacher education, at the State University of Iowa and at Cornell University.

¹ Adapted from Harold C. Hand, "Education for Survival," *Educational Leadership*, IV, Oct. 1946, p. 4f.

will enable him to survive in an atomic age. As Professor Hand points out, this responsibility is shared by all "who educate, whether through the press, radio, or motion pictures, or from the pulpit, or in the schools,"² but the fact that this responsibility is shared must not be used by us as an excuse for doing less than our full duty. To achieve other goals but to fail to achieve the goal of world understanding would constitute a fatal failure to put "first things first." The next decade definitely is not a time for the schools and other educational agencies to carry on "business as usual."

PROBLEMS IN TEACHER TRAINING

THE purpose of this session is to discuss teacher training, and I trust you do not feel that my remarks so far have had no bearing on this subject. It is unfortunate that the institutions of higher learning are putting primary emphasis on the development of more and better atomic scientists when the crucial problems of our day are found in the providence of the social scientists, that our ablest young people are attracted to careers where economic gain and social advantage are surest rather than to fields where opportunities for service are greatest, and that the ranks of teachers in service are being decimated at the very time when the recruitment of beginning teachers is most difficult and the need for inspired teaching is greatest. In this period of crisis, teacher-training institutions, working in close cooperation with the schools, must develop improved programs for the undergraduate preparation of teachers, for apprentice opportunities for beginning teachers, for the preparation of resource-units and self-teaching materials, and for the maintenance of the professional efficiency of teachers.

NEEDS IN UNDERGRADUATE PROGRAMS

AS FAR as the undergraduate preparation of social studies teachers is concerned, it is impossible to develop an adequate four-year program which meets present certification requirements in most states. That is to say that no four-year program can adequately allow for these elements: (1) general education, (2) professional preparation, and (3) preparation in the teaching major. I am not advocating, however, a five-year program of preparation in which the fifth year immediately follows the other four, i.e., in which no apprentice or other teaching separates the fifth year from the undergraduate years. By implica-

tion, therefore, I am suggesting the need to re-examine the allocation of emphasis in undergraduate programs to general education, professional preparation, and preparation in the teaching major.

This paper must neglect general education except to suggest that it must (1) provide young people with a background of information for thinking about persistent social problems, (2) encourage them to keep informed about public affairs, (3) teach them how to discuss issues rationally, and (4) help them develop the skills of inquiry. So conceived, general education includes large and important social science elements, and it follows that an effective program of general education would make an important contribution to the effective preparation of potential social studies teachers.

In the judgment of the author, many colleges require undergraduate students to take an excessive amount of work in education to meet professional requirements for certification. Professional courses tend to be elected by young people who have not had teaching experience, and therefore find it difficult to see the implications of much that they are getting in psychology, curriculum, and methods, and who, when they get on the job, are unable to recall what they earlier had "learned" in more or less academic fashion. My suggestion is not necessarily to reduce over-all requirements in education, but rather to delay much of this work until the candidate is doing some actual teaching (i.e., the apprentice period) and to postpone some of the work until the fifth year when the candidate has completed his apprentice experience.

As far as preparation in the teaching major is concerned, the following criticisms may be made of present practice in the field of social studies: (1) too many sub-fields are treated independently in the program of preparation; (2) the preparation, consequently, lacks depth; (3) emphasis is on the mastery of facts rather than on formulating hypotheses and testing interpretations; (4) there is little emphasis on the techniques of inquiry and of discussion; and (5) the great importance of keeping currently informed about public affairs is inadequately established.

Many college professors seem to feel that a six-hour general course is the irreducible minimum of preparation in a given field. On that basis, no undergraduate student can possibly "cover" all the fields of history (ancient, medieval, modern, American, Far Eastern, Latin American, etc.) and the social sciences (government, soci-

² *Ibid.*, p. 5.

ology, economics, geography, anthropology, etc.). Some colleges have sought to provide a more flexible program by permitting history majors, for example, to use any combination of thirty semester hours of history to satisfy the major requirement. In consequence, prospective teachers have tended to elect basic courses to the exclusion of work in advanced courses and seminars. A more reasonable solution would be to provide broader courses, to require advanced work in at least one sub-field, and to trust students to develop a mastery in other fields through a program of directed reading. For prospective teachers, and, indeed, for students in history and social science courses included in the program of general education, it is essential to reduce emphasis on lectures and quiz sections and to introduce procedures which call for the formulation of hypotheses, the evaluation of generalizations, and the development of skill in discussion and in the historical method.

APPRENTICE EXPERIENCE

FOLLOWING graduation from college, the prospective teacher should have an opportunity to spend at least one year as an interne, working in close cooperation with an expert, experienced teacher and under the joint supervision of the regular school staff and field representatives from the teacher training institution. In this situation the candidate would have a chance to discover at first hand how pupils learn and how experienced teachers facilitate pupil growth. The internship would provide the candidate with an opportunity to relate the pedagogy of "materials and procedures" to actual classroom needs, to compare theory and practice, and to progress in professional competence through the stage of observing and participating in teaching to the stage of accepting responsibility for about half of a normal teaching load.

The period of internship would also afford the candidate opportunity to study the role of the school as a focal point for community activities. He would have a chance to become acquainted with pupils in out-of-class and out-of-school situations, to meet their parents, and to identify himself with community activities. He would have a chance to discover pupil and community needs, and to share in developing a school program to meet them. Though primary emphasis in teaching social studies must be on the development of world understanding, the approaches to this goal can be made through community experience. In the lower grades especially, inter-group education and education for world

understanding have many aspects in common.

Following the year of internship, the candidate returns to the campus, takes professional courses, advanced content courses and seminars, and workshops in the preparation of instructional materials, to meet needs identified during the year of internship.

COLLEGE-SCHOOL COOPERATION

IN ADDITION to improving the effectiveness of teacher-training programs, institutions of higher learning must accept greater responsibility for collaborating with the schools in developing greatly needed instructional materials. The widely held notion that each social studies teacher must be a one-man curriculum committee is not practical. In areas where commercially published instructional materials are inadequate, colleges and public school systems need to cooperate in the development of resource units. It should be recognized that in certain situations (because of the inexperience of teachers and their inability to adapt resource materials to the needs of pupils, and/or because of the dearth of pupil materials), it may be necessary for colleges to collaborate with the schools in the development of (and experimentation with) self-teaching materials. Such materials have been widely used in the armed forces, and they offer one of the best approaches to the problem of providing an enriched curriculum in the small high school.

Finally, it must be urged that colleges and public school systems devote more attention to the in-service needs of social studies teachers. Some approaches are through reading-discussion groups, "refresher" courses, and workshops—organized both during the school year and in the summer. Obviously, social studies teachers need to keep in touch with professional progress in their field (materials and procedures, as well as new lines of interpretation, bearing on important concepts) quite as much as do doctors and other professional workers who regularly take part in the meetings of county associations and return to professional centers for "refresher" experience. To enable social studies teachers to take advantage of such opportunities, it will be necessary to provide adequate salaries, lighter teaching loads, and the stimulation of frequent contacts with competent social scientists and specialists in educational research.

The answer to the question posed for this session is, clearly enough, that colleges should prepare teachers who know both what to teach and how to teach.

Nine-Year-Olds Study Community Health

Ethel E. Price

A GREAT deal has been written in recent years about the use of community resources as a means of vitalizing instruction. It is recognized by educators as being of distinct value in child development and in making citizenship in the school and the community real and purposeful. The best modern educational principles hold that learning should come through personal experiences, that these experiences should be real and interesting, and that they should lead to constructive participation. The study of the community meets these criteria to a high degree because it offers continuous opportunity for that participation in vital life activities which is so necessary to the promotion of social competence. Moreover, there is greater awareness of social change and social needs through these firsthand contacts with the community. It results in a greater understanding and appreciation of community problems and a greater feeling of responsibility toward community life.

COMMUNITY HEALTH SERVICES

RECENTLY a group of nine-year-olds had their entire attitude toward their community changed from a narrow, complacent, individualistic interest to the vital social consciousness that is needed in all citizens of every community. This change was initiated when the children became interested in community health problems as a result of their poor showing in dental health.

In a class discussion of the results of the examination, it was emphasized that the children should take advantage of the free school medical and dental service. John asked, "Who sends the doctors and hygienists to our school?" As a result of the answer to this question Mary asked, "How does the city otherwise provide for our health?"

A supervisor of practice teaching in Miner Teachers College, Washington, D.C., describes an investigation of nine-year-olds into community problems.

Following general class discussion of many questions, the following list was made to direct thinking about this aspect of community living.

How our city provides for the health of its citizens.

1. Hospitals and clinics
2. Emergency services, ambulance, rescue squad, etc.
3. Housing
4. Water supply
5. Rodent control
6. Food inspection
7. Cleaning of streets
8. Disposal of garbage and trash
9. Quarantine of communicable disease cases
10. Control of insects
11. Laws for the operation of businesses that concern the health of the public.

HOSPITAL INVESTIGATION

JANE then said, "Our city does provide many services for our health, but are they adequate?" The children became eager to find out more about these health conditions. It was decided that they would work in committees, each committee choosing the phase of community health in which it was most interested. The problems chosen for studying were:

1. How adequate are our hospitals and clinics?
2. Is every precaution taken to see that our water supply is pure?
3. How adequate are the health laws governing our public servants?
4. What has our city done about housing?
5. How can we be sure of pure food?

Much cooperative planning resulted. The teacher in her role of guide and helper continuously stimulated the pupils in their quest for solutions to their problems. She was alert to challenge their interest, to stimulate their curiosity, and to provide a variety of individual and group enterprises which would result in the satisfaction of social needs.

Group A visited a modern hospital after having read widely and discussed freely the phases

of the hospital which make for better health. On their return to the classroom, notes were referred to and the report was as follows:

1. The doctors and nurses were well trained and efficient.
2. There was provision for all kinds of health services.
3. The building itself was large, airy, clean, and white.
4. Precautions against the spread of disease were evident in:
 - a. The use of disinfectant everywhere
 - b. The clean white uniforms of doctors and nurses
 - c. The use of rubber gloves and continual washing of hands
 - d. The sterilization of instruments
 - e. Separation of patients according to types of illness.
5. The morale of patients was kept up by pleasant personnel and surroundings.
6. There was a plentiful supply of equipment.
7. There were rooms for special services, such as nutrition and laundry.
8. The staff was composed of many specialists, such as dietitians and X-ray technicians.

The children found that the hospital did provide adequately for the health of patients, but they also discovered from talking with one of the staff members that the hospital could not accommodate the large number of people who sought admittance. The children obtained statistics from newspapers, visited other institutions, and concluded that the city's provision for its citizens' health as far as hospitals are concerned is adequate in the service rendered but inadequate in their ability to accommodate the thousands who seek admittance.

STUDY OF PUBLIC SERVICES

GROUP B chose the study of the water supply. They visited the reservoir where they saw the water being purified. The steps in the process of purification were emphasized by observation of experiments in the science laboratory in the college. The children decided that they would like to make their report as grown-ups do. Such problems as to whom would grown-ups report concerning the water supply and who would make such a report were raised. Subsequently, the children planned that one group would be the "District Commissioners" who would report to Congress concerning the city's water supply, and that several "district engineers" would perform the experiments showing

how water is purified. The rest of the class would become the two houses of Congress. After the "Speaker of the House," the "District Commissioners," and the "engineers" were chosen, the report was given and the steps in the purification of water were demonstrated in expert fashion. As a summary the "members of Congress" expressed satisfaction that the drinking water of the District is so well safeguarded.

Group C interviewed some of the city's public servants to find out how they were required by the city to consider the health of their patrons. Each child chose a different type of public servant. A doctor, a dentist, a nurse, a cafeteria worker, a restaurant manager, a principal of a school, a storekeeper, a barber, a beauty-shop proprietor and the janitor of an apartment house were among those chosen to be interviewed.

Before this activity could be begun, it was necessary first to discuss as a group the courtesies needed in approaching these people. Second, it was essential that the children realize the importance of knowing how to express themselves in order to get the desired information. Recognizing the challenge in these social contacts, the children were keenly alert, and interest in this experience was unusually high.

IN MAKING their reports, the children this time used the classroom as the meeting place for a convention of health experts. As each report was made, the children realized that they had discovered many facts of which they had no knowledge before. Moreover, they conducted the meeting with seriousness and acumen that was indeed evidence of the ability of elementary-school children critically to evaluate social problems. The reports included the following information:

A. School Cafeteria

1. The storeroom must be rat proof and insect proof.
2. The dietitian and cafeteria workers must be examined regularly.
3. The waiters must wear caps and the waitresses nets to prevent hair from falling in food.
4. The cafeterias are inspected twice a year.

B. Beauty Parlors and Barber Shops

1. All instruments must be sterile; clean brushes and combs must be used for each customer.
2. Operators are allowed to work only a certain number of hours a day.

3. The plumbing must be adequate.
 4. There are three types of inspectors, the Health Inspector, the Sanitation Inspector, and the Inspector of Cosmetology.
 5. These inspectors make monthly check-ups.
- C. Doctors and Dentists
1. Offices must be clean.
 2. Instruments must be kept sterile.
 3. License to practice medicine must be obtained and renewed from time to time.
 4. There must be proper disposal of waste.
- D. Stores
1. There should be freedom from rats, insects, and other pests.
 2. Dogs and cats should not be allowed where food is sold.
 3. Perishable food must be kept in refrigerator.
 4. Decayed vegetables and meat must be disposed of.
- E. Janitors
1. Drinking fountains must be cleaned daily.
 2. Trash must be kept away from fire.
 3. Garbage must be covered.
 4. Halls must be kept clean.
 5. Gas must be kept at a certain limit.

Some of the conclusions reached were:

1. A school is inspected more often than places where food is prepared and served.
2. Storekeepers are often careless in protecting food on display against dust, dirt, cats, and dogs.
3. Laws for beauty shops and barber shops are stricter than for the shops where food is handled.
4. Dentists' and doctors' offices are seldom inspected.

It was decided that many things were done by the city for the health of its citizens, but that many others needed improvement. For this reason the children sent a letter to the Health Department giving their findings and suggestions for the health of the community. This problem was an excellent example not only of how the children could recognize social needs but how they could do something to help remedy unsatisfactory conditions.

OUTCOMES

AS MANY other phases of community health were studied by the group, the children be-

came acquainted with the realities of American life. In their study of housing, they visited a slum area and later a government housing project. They were genuinely excited, and disgusted at existing conditions as they reported having seen rats running about in the slums, no space for children to play, and bad living conditions. Here was an opportunity not only for recognizing community needs but also for developing a greater social sensitivity which would be reflected in a sympathetic concern for those members of society who are less fortunate than themselves.

Experiences offered by this study of the community were most satisfying to the children and to the teacher. Interest was high, and the study so worthwhile that it led to the exploration of further areas. Opportunities for every child to make some socially worthwhile use of his talents were provided. Indeed, often experiences were offered in which those pupils who were less gifted academically were superior, thus insuring for each individual a means of maintaining his self-respect as well as the respect of his fellows. Pupils learned better to understand, appraise, and develop all of their own abilities in terms of, and in relation to, the actual problems of the community.

This study of the community gave valuable experiences in cooperative planning, selection and organization of materials, critical thinking, formulating generalizations, research, language development, and social living. It gave each child an understanding and appreciation of his place in the scheme of things. It provided invaluable experiences for child growth: growth in power to interpret and understand the elementary problems of group life, growth in the power to think clearly and independently in meeting the problems of group life, growth in such ideals, attitudes, standards, and habits as will make participation in group life increasingly wholesome and rich both for the individual and the group. It gave opportunities for the development of that resourcefulness, cooperation, open-mindedness and critical thinking which are essential to effective democratic living.

Frequent and continued use of the community for observation and participation in various social processes gives children an enrichment in educational experience not available in any other way. The use of the community as a laboratory for the development of social understanding has limitless possibilities and its value cannot be over-emphasized.

A Word to Beginning Student Teachers

Clarence D. Samford

WITH due respect for all the difficult periods that appear during the training of the prospective teacher, probably no one hour is more important than that spent in conference with the critic teacher preceding the beginning of student teaching. Unfortunately, the student teacher has frequently heard stories that we hope were more fictitious than true. Too often he is thinking about the likelihood that the critic teacher will prove to be an unsympathetic person, that the students to be taught will be nothing short of unmanageable, and about his own shortcomings in general. In brief, the experiences of the semester just ahead are more often previewed with absolute fear than awaited with eager expectancy. The following counsel was offered at an initial conference with a group of undergraduate student teachers scheduled to work with high school social studies classes.

KNOW YOUR STUDENTS

YOU have now reached a point in your professional training that you have worked diligently for three and one-half years to attain, namely, student teaching, or the place where you can begin to put theory into practice. During these preceding semesters you have probably recalled frequently the manner in which your own best teachers taught you; likewise, you have no doubt recalled the things done by teachers who inspired you least and have answered in your own minds the reasons for these particular dislikes. This procedure in connection with your courses

Beginning student teachers, in social studies or other areas, need both reassurance and help with specific problems. These introductory remarks to a group of undergraduates were prepared by the head of the social studies department in the University High School, University of Wyoming.

in education has likely served to help you create an image of the ideal teacher that you hope to become.

"My anticipation of your first query is that you are wondering what activities you should start immediately. There are several things to do more or less simultaneously. However, one thing that is quite vital should be started at once; that is to develop an intimate acquaintance with the students individually. Granting that a knowledge of subject matter is of paramount importance, we must not overlook the necessity of presenting it in terms of needs and backgrounds of our students. My recommendation is that you set aside a page in your notebook for each student to be taught.

"The first notations should be entries resulting from your reactions as you examine the permanent records in the principal's office. There you will notice such points as general intelligence, marks previously earned, subjects in which the student is most proficient, attendance record, home background, and comments entered by previous teachers. The next entries should result from your own observation of the individuals as they carry on in regular classroom atmosphere. Then, as rapidly as it is expedient for you to do so, you should engage in personal conversations with the individuals both inside and outside of the school building. The primary object will be to find out in a judicious manner more information to add to your case studies. A splendid incidental result will be that you will thereby cause each student to know that you are interested in him and his personal problems. As your information increases throughout the semester, additional entries for purpose of recommendations in individual instruction can be made.

"You will not be asked to start full responsible student teaching immediately; neither would a swimming teacher suggest as part of lesson one that his pupil descend from the diving board into the depths and get out by his own best

efforts. Your first participation will help you to continue to get better acquainted with the pupils. Some will need individual help on work missed due to necessary absence; others will need guidance because of the existence of individual differences. You can function in such situations with mutual helpfulness to yourself and the student.

"Within a relatively short time, you will find it advantageous to conduct a drill lesson over material that has just been taught; then, to follow this with the administration of a brief objective test. Still later, you should start the group on a new unit of work by presenting an overview. All such activities will make your approach to student teaching so gradual that you will scarcely feel the assumption of full responsibility for planning, introducing units, and guiding the learning processes.

KNOW YOUR COURSE PROGRAM

YOU would rightfully suggest that it would be desirable to ascertain what basic units of information have regularly been made a part of this semester's course. This will be made available to you through syllabi, textbooks, etc. The reason for getting a general overview of the entire course as early as possible is to give you opportunity to think at least casually about subject matter that will not be taught for many weeks to come. Your more active concentration of work will naturally be on the earlier units.

"I am going to make an assumption that I suspect has caused you no inconsiderable worry. It has to do with the preparation of the formal lesson plan. So many reports become current that lesson plans have to be written according to some very specific formula, one that is difficult for the person of average intelligence to understand and even more difficult to execute to the satisfaction of the supervising teacher. During this semester we too shall do planning to cover long units of work in general and the daily lesson procedures in a specific manner. I have several suggested forms on file that you will be invited to examine; you may make selections from those that appeal to you as most usable. You are to feel quite free to make innovations in any of them that seem desirable. It is urgently desired that you shall at no time write as much as a single word merely to meet the requirements of the supervising teacher; rather, it is hoped that you put into the plan exactly those things that will help you to do a better teaching job. A lesson plan is most effective when it is a personal instrument.

DISCOVER YOUR STRENGTH

SOME of your opportunities in this course have already been intimated. For instance, we have said that you now get a chance to put theory into practice. A few more will be mentioned today with others to follow at subsequent meetings. Some methods will work in the hands of one individual and will scarcely function at all for another. You can begin to find techniques best suited to your personality.

"A few student teachers have felt a timidity that is frequently associated with public speaking, the fear of standing before the group. The experience gained here will help you to overcome that difficulty. People who have thought through their plans for a professional career and prepared for it as adequately as you have are usually quite sure of their choice. Nevertheless, you can verify your choice of profession, of subject matter area, and age level of children. Since a beginning has to be made, it is desirable to have it under ideal conditions. We have those here in respect to background of our students, facilities with which to work, and school and community relationships.

"To be sure, you will possess certain shortcomings. It is well to find out about them as a student teacher rather than waiting until you are on a regular job where success or failure depends so much on just those things that are readily apparent in student teaching. Finally, it is hoped that you will develop a habit of critical self-analysis and that you will frequently and systematically make evaluations of your work.

BE AWARE OF PROFESSIONAL STANDARDS

IN THE same manner that you have opportunities, there are certain obligations that I have in respect to you and your work. It is my duty to have at your disposal a group of children who have a good attitude toward school work in general and toward our own subject specifically. As indicated above, you are entitled to a gradual and pleasant induction leading toward fully responsible student teaching. While you are expected to be resourceful in securing materials to aid you in making instruction effective, it is my duty to be able at any moment to facilitate the making of such materials available. Possibly my greatest responsibility will be that of our discussions in personal conferences.

"The aim will always be the same, namely to help you to become the best teacher that you are capable of becoming. All criticisms and suggestions will be given in a friendly manner and will

be designed to be constructive. Every effort will be made to make you feel at ease in your work; for instance, I shall not make it a practice to make notes while you are teaching since such action might be disconcerting. I shall certainly not interrupt any of your classroom discussions in order to advance any personal opinions or to add information. Should I have in mind any such contributions or even corrections of facts presented, they would be withheld until personal conference time; any desired revisions of the day's discussion could be taken up during the review and recall period the following day. This does not mean that you are not to feel free to call on me during the discussion period for any help that I might be able to extend should you wish to take the initiative in bringing me into the discussion.

"At the conclusion of the course and during the years to follow, I shall certainly feel obligated to respond to requests for recommendations from prospective employers. I shall want to tell them frankly my estimate of your work here and my prediction of your success in the teaching field.

"Even at this early date, it is highly probable that you are interested in knowing how your final rating in this course will be determined. Every

effort has been made to make the evaluation of your work as objective as possible. There are twenty-one criteria on which you will be evaluated; these are stated on the evaluation sheet posted on the bulletin board.

"There are, however, some subjective considerations that quite rightfully enter also. For instance, it is almost impossible not to compare your work with that done by former student teachers. We readily recall a few individuals who did superb teaching and others whose performance was definitely substandard. Then one is obligated to make the best possible estimate of the evaluation that superintendents and other administrators will place upon your work when you have become a full-time teacher.

"Possibly, the development of independence in planning and executing work should occupy the highest place in the consideration of the final mark. While it is not expected that you start with this point fully developed, it is contended that you should make noticeable advancements in this direction. For the final objective is to make you capable of maintaining, independently, the standards of the profession that you have chosen."

He [the social studies teacher] will recognize that he must become a student of children and a sufficient psychologist so that he can select appropriate tests and other instruments for assaying individual differences, and can interpret the data which he collects. He will have sufficient warmth of personality so that rapport with pupils will be no problem. He will know them as vibrant, variable boys and girls because he shares their joys and sorrows, their hopes and fears, their successes and their failures, their ambitions and their dreams. He will also, particularly because he is a social studies teacher, know his community and its impacts on his pupils, the homes from which the pupils come, their wealth and poverty, their culture and their lack of it, their mores and their standards.

He will critically evaluate and judiciously use a variety of techniques which have been suggested as ways in which he can meet the problem of individual differences. These include ability and interest grouping, individual study, assignments of varying levels of difficulty, problems or projects in which each pupil can make his unique contribution, diagnostic and remedial instructional procedures, election of projects or units, and use of wide varieties of materials, extensive reading materials, maps and charts, museum trips and excursions, films, radio and transcriptions, and community resources (Edward Krug and G. Lester Anderson, Eds. *Adapting Instruction in the Social Studies to Individual Differences*. Fifteenth Yearbook. Washington: National Council for the Social Studies, 1944. P. 155).

Recent Developments in Social Studies Evaluation

James W. Baldwin

THE term "evaluation" is relatively new in educational nomenclature. Authorities are not yet in complete accord with respect to its attributes and connotations. Some employ the term as if they consider it synonymous with testing. Many use the terms "evaluation" and "measurement" interchangeably. But a large majority of them ascribe to evaluation many implications which transcend those which are usually attributed to testing and measurement.

The need for a term that embraces the full meaning and scope of an expanded concept of educational measurement was felt more keenly by social studies specialists, no doubt, than by workers in most other subject-matter areas. Until recently the term "measurement" was related to little else than achievement of academic skills and command of factual information. But as social studies teachers and leaders came to the conclusion that many of the less tangible outcomes such as the development of desirable interests, attitudes, ideals, habits, and other associated and concomitant learnings are more important than purely factual information, the revision of terminology became a logical necessity.

Since the adoption of the term "evaluation," and to some extent even earlier, there has developed a demand for the further extension of the scope of evaluation to include the evaluation of curriculum content and organization, teaching and learning procedures, guidance principles and practices, equipment and teaching aids, personality traits and professional abilities of teachers, supervision of instruction, community relations, and even the tools and techniques of

evaluation itself. We are satisfied with nothing less than the evaluation of every factor which contributes to the educational growth and development of the student. Some writers look upon evaluation as being limited to analysis, interpretation, and judging the values of outcomes, including suggestions for their utilization. They assume that evaluation begins where testing or measurement leaves off.

OBJECTIVES OF EVALUATION

THE objectives of evaluation in the social studies have recently increased in number and variety. Among these is the benign psychological effect that an evaluation program should have on teachers. Obviously teachers should know to what extent they are achieving success, in what respects they are strong or weak, and in what measure they are improving on previous performances. Evaluation should keep teachers aware of a range of objectives and guide teacher planning.

More and more emphasis is being placed upon evaluation as a teaching as well as a testing device. Since teaching consists of stimulation and guidance of desirable pupil experiences, it would be difficult to overestimate the importance of evaluation as a means of improving the guidance techniques of teachers. Although the theory is not new, more attention is being given in practice to the use of evaluation as a tool in the selection and organization of curricular activities.

This extension of the scope of the concept of evaluation and the corresponding modifications in the nature and the number of the objectives of evaluation in the social studies are among the most important developments in social studies evaluation in recent years. But it must be admitted that although we no longer consider the acquisition of subject-matter information and learning skills to be the most important objective in the social studies, much of the teaching and evaluation activities in this area go on as if this were still just about the only objective recognized.

This survey of trends in testing and evaluation was prepared for the Milwaukee meeting of the National Council by an associate professor of secondary education in the University of Texas. The substance of the article was published in the February, 1946, issue of the *Missouri Social Studies Bulletin*.

Another innovation which has not been adopted to the extent that its merits seem to warrant is the recent tendency to employ more cooperative and more democratic procedures in social studies evaluation. In many social studies programs the teachers, the students, the supervisors, the administrators, the patrons, and other interested groups participate cooperatively in the evaluation of the many factors involved in student growth and development. In some instances representatives of several of these groups are invited to participate in the development, the refinement, and the evaluation of these evaluative instruments and techniques. Many educators are convinced that such cooperation in the production and application of evaluative instruments is in itself highly educative and beneficial for all participants. This seems to be a particularly logical conclusion with respect to the field of human relations.

The fact that social studies teachers are becoming more keenly aware of the importance of dependable evaluation is evidenced by the greatly increased production and sale of standardized tests for these subjects. Moreover, it cannot be assumed that commercially produced tests constitute more than a small percentage of the measuring devices employed by social studies teachers.

SUBJECTIVE EVALUATION

ONE recent development in social studies evaluation is probably looked upon as a heresy by many scientists whose research activities are confined to laboratory experimentation. This is the reluctant conclusion on the part of many social studies specialists that some of the most important outcomes of instruction in the social studies cannot be adequately evaluated by available objective devices alone. Many of the intangible values to be achieved through social studies instruction are products of such a variety and complexity of conditioning antecedents that it is impossible to determine with any considerable degree of accuracy the intricate relations between cause and effect.

In measuring these intangible outcomes much use is made of anecdotal records, the improved essay examinations, score cards, rating scales, questionnaires, interviews, opinions of experts, opinions of laymen, personal histories, autobiographies of students, and the like. Often several of these techniques are used in the pursuit of evidence in a given situation. In some instances they are used in conjunction with more objective instruments. Many individuals and

committees working under the auspices of educational foundations and associations have made much use of the more or less subjective instruments in the collection and interpretation of data relative to their objectives. In an attempt to compensate as far as possible for the use of subjective tools they make supreme efforts to develop unimpeachable criteria to guide them in the collection and interpretation of data.

Since the social scientist has always been forced to deal with innumerable abstractions and unpredictable trends, he has been confronted constantly by many perplexities and difficulties which the natural scientist does not encounter. Because of this characteristic of social science phenomena the problems of evaluation in the social studies are in some respects far more difficult and complex than are those in the natural sciences. And it is much more difficult to evaluate with subjective than with objective techniques. The recognition of these facts has brought to the social studies specialist a keen realization of the impediments inherent in social studies evaluation. Currently a greatly intensified effort is being made to meet the challenge thus presented. It is too early to predict the degree of success which will crown such efforts. But it is safe to predict that total success will never be achieved.

Another development worthy of note in social studies evaluation is the increasing emphasis on self-appraisal. Self-inventories of students and teachers have proved much more accurate measures of status and growth than it seemed logical to predict in the early stages of experimentation. Research specialists have discovered that there is not only a high correlation between self-appraisal and other evaluating devices, but also that self-evaluation serves as one of the most effective stimulants for continued improvement on the part of those who utilize this technique. This type of evaluation has been encouraged by published reports of the Cooperative Study of Secondary School Standards (*Evaluative Criteria*), the Eight-Year Study by the Progressive Education Association, the investigation of the social studies in the Schools by the American Historical Association, and the Regents' Inquiry into the Cost and Character of Public Education in the State of New York.

CURRENT EFFORTS AND NEEDS

AS WE have tried to make social studies instruction function in the total reaction patterns of students in all situations, in school and

elsewhere, we have tried to develop new instruments of appraisal for evaluating such outcomes. We have committed ourselves to cooperation in the achievement of social studies objectives through the media of other school subjects, through the experiences of students in whole-school enterprises, and to some degree in out-of-school activities. We are beginning to recognize and to give credit for such values wherever and however acquired.

The increasing tendency to combine individual subjects into unified courses in the social studies area also has posed new problems in social studies evaluation. The internal organization of social studies materials in units that are much more comprehensive and significant than daily lessons fits well into the integrated courses and further emphasizes the demand for improved evaluating instruments. So, also, the influence of the unitary or organismic theory of human behavior as promulgated by the Gestaltists has tended to shift evaluation from the measurement of small components of reactions to total reactions or experiences as wholes in life-like situations.

There is, however, an ever-increasing demand that social studies evaluation shall be specific; that is, it must seek to evaluate every situation in terms of its pertinences, since every situation is unique. Every individual's efforts must be evaluated in light of all of his needs and potentialities. For better or for worse, this precludes the possibility of standardization of a very large percentage of evaluative instruments in this area. It also means that for most schools a large percentage of the evaluation devices must be produced locally, and that they must be revised frequently.

Recent developments include a growing demand that objectives, curricular activities and content, and other aspects of the teaching-learning situation be evaluated before they are adopted for general practice rather than years afterward, and that evaluation shall be frequent or continuous in order that pupils will not be required to suffer unduly as a consequence of unnecessary experimentation with unproved procedures. The need has been met in part through the practice of testing educational phenomena in experimental or laboratory schools. The social studies usually come in for the lion's share of evaluation in these projects. It should be noted in this connection that educational societies and foundations have manifested faith in the worth of such enterprises by providing rather generous financial backing. Reports of the find-

ings of many of these experiments have significantly influenced practice in many if not all social studies programs throughout the nation, and in some instances beyond our national boundaries.

INSTRUCTION in the social studies is valuable only to the extent that it eventuates in desirable changes in students. Many of the contributions which social studies instruction makes to the development of integrated personalities and social efficiency condition student conduct long after his school experiences are over. Consequently many evaluation programs have included instruments for the evaluation of outcomes that could not be measured adequately while the student was still in school. Such evaluation also provides some information relative to the permanency of various types of outcomes. Some studies have disclosed that skills, habits, attitudes and generalizations are retained longer than purely factual knowledge.

Progress in evaluating outcomes of efforts to improve social relations has been slow because of their varying and often somewhat intangible nature. It is not certain that evaluation instruments in this area will be perfected in the near future. Yet the need for improving our evaluation techniques is urgent because much of the possibility of improvement of instruction in these relations waits on the development of more adequate means of appraisal.

Greater effort should be made to make social studies teachers aware of the importance of an effective, continuous program of evaluation. We need more evaluating devices that can be used by social studies teachers in the field. We must have more adequate means for acquainting workers on the job with the findings of research in this effort to improve evaluation techniques. There should be some central agency for collecting and disseminating such information. Some public agency or agencies should be instituted for the purpose of coordinating and financing research in the development of better tools for evaluation. Many experts should be employed on a full-time basis to carry on research on this project. It should be considered unprofessional to practice before evaluating. To do all of these things will require more funds and more effort than we are likely to be able to command. But the postwar era is so pregnant with opportunities and dangers, and civilization is so dependent on improvement in human relations we dare not procrastinate.

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Notes and News

Minnesota

The Minnesota Council for the Social Studies has devoted the entire December 1946 issue of its publication, *The Bulletin*, to an article entitled "Social Studies and the School Finance Crisis" by Proctor W. Maynard of the University of Minnesota. In this article the author stresses the desirability that social studies teachers teach the structure and functioning of school district government. It is emphasized that the present school crisis is one of finance and that the alert social studies teacher should bring out the issues involved in the crisis. Furthermore, that the school district as a unit of government upon which our educational foundation is built, is very largely neglected in our textbooks and that a solution of the crisis in school finance calls for a careful study of the school district and methods of financing our educational system. A section of the article is devoted to some suggested instructional methods for handling the topic. A bibliography of references for students and teachers on school finance by J. C. McLendon completes the issue.

Missouri

The Missouri Council for the Social Studies held its annual meeting in Kansas City on November 8. At this meeting the following officers were elected for 1946-47: D. E. Hussong, University City, president; Rosa McMasters, Kansas City, vice-president; W. Francis English, University of Missouri, secretary-treasurer. Board members for 1946-47 are: John L. Harr, Maryville; Homer R. Knight, Kirksville; Buena Stolberg, Marshall; Harry E. Meyering, Kansas City; and Caroline E. E. Hartwig, Columbia.

The December issue of the *Missouri Social Studies Bulletin* is an attractive 12-page number which should prove of interest and value to other state and local councils. In addition to the summary of the annual meeting of the Missouri Council, it contains extracts from an address by Dr. Elmer Ellis entitled "The Social Studies Teacher and the World Crisis," an article by W. R. Sears on the use of visual materials, suggestions for activities by local councils prepared by W. Francis English, and notes on the activities of the five local councils which now exist in

Missouri. Membership of Missourians in the National Council has recently increased from 103 to 142, a fact which should be a good omen for the 1947 meeting in St. Louis.

New England

The November issue of the New England Social Studies *Bulletin*, prepared especially for the Boston meeting of the National Council, contained several items of interest to social studies teachers not attending the annual meeting. The New England Association of Social Studies Teachers is celebrating its 50th anniversary, and Horace Kidger, who served as secretary of its predecessor—the New England History Teachers' Association—for nearly 30 years, has written an interesting two-page account of the origins and early activities of the organization. Thomas C. Mendenhall is the author of a provocative discussion of "The Introductory Courses in History at Yale," and Ruth W. Gavian, author of several secondary school textbooks, discusses "Economics in Human Terms." Of especial interest to the elementary school teacher is an article by Kay Grimshaw Herman on "The Social Studies in the Modern Elementary School Curriculum." The issue also contains a number of short notices and accounts of activities, and three book reviews.

North Carolina

The North Carolina Council for the Social Studies held a conference in Greensboro on December 7. At the opening of the meeting Mary Sue B. Fonville, chairman of the Council, presented an impressive historical review of the Council's progress. The rest of the morning session was devoted to two addresses. Merrill F. Hartshorn, Executive Secretary of the National Council for the Social Studies spoke on "The Social Studies Today," and Herbert L. Seamans of the National Conference of Christians and Jews spoke on "Promising Practices in Intercultural Education." At the afternoon general session chaired by Edyth Winningham, S. R. Levering of the World Federalists of North Carolina described "The World Peace Speaking Program in North Carolina High Schools." This was followed by an address by H. Arnold Perry, North Carolina State Department of Public In-

struction on "The Preparation of the Social Studies Bulletin." Following this address the group broke up into three working session groups (elementary, junior high, and senior high) to discuss the Social Studies Bulletin project described by Dr. Perry. This project involves the preparation of a teachers' manual and course of study in the social studies to be published by the North Carolina State Department of Education. The North Carolina Council for the Social Studies has been invited by the State Department of Education to collaborate in the preparation of this Social Studies Bulletin. At the dinner meeting of the Executive Committee of the N.C.C.S.S. plans for such collaboration were further discussed and administrative machinery and procedures for carrying out the projected study jointly by the North Carolina Council and the State Department of Education were developed.

Geography

Geography for the High Schools with Elementary Supplement (Circular Series "A," No. 31) has been issued by Vernon L. Nickell, Superintendent of Public Instruction, State of Illinois. This bulletin discusses geography's contribution to the education of the child, the preparation of geography teachers, world geography in the high school, foundations in elementary school, and field trips, and contains a suggestive bibliography. The bulletin outlines in some detail a year's course in high school geography, as well as giving in briefer form several suggested semester courses. Individual copies of the bulletin are available, on request, to educational institutions, state departments of education and school systems. Where small quantities are requested for school systems or institutions outside of the state of Illinois there is a charge of 25 cents per copy. The bulletin may be ordered from the Superintendent of Public Instruction, Springfield, Illinois.

Geography in the Social Studies is the title of a leaflet prepared by Howard E. Wilson and Donn V. Hart for Weber Costello Company, Chicago Heights, Illinois. Copies of the new revised edition of this leaflet will be sent free on request from social studies teachers. The publication suggests ways in which maps may be used in the teaching of geography in the social studies classroom.

This Shrinking World, (Vol. 2, No. 1) of "Cram's Classroom Classics" contains three articles relating to geography and the social studies. These articles are entitled "Global Perspective of One World," "Education for One World," and

"Education for World Citizenship." Copies are available free on request from the George F. Cram Company, 730 E. Washington Street, Indianapolis 7, Indiana.

World History

The National Council for the Social Studies announces publication of a completely revised edition of its Bulletin No. 9, *Selected Test Items in World History*. In revising the bulletin, items which had proved unsatisfactory or had become obsolete were eliminated, and hundreds of new items were added to bring the collection up to date, to fill gaps in the original collection, and to allow for newer interpretations. The new bulletin of 96 pages contains 655 objective test items of different types: matching, chronology, and multiple choice. The introduction contains a careful discussion of procedures in test construction, shows how testing must be related to the aims of instruction, and explains the importance of careful construction and phrasing of individual test exercises. The price is 75 cents for a single copy, with discounts on quantity orders. Order from the National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington 6, D.C.

American History Yearbook

The Seventeenth Yearbook of the National Council for the Social Studies entitled *The Study and Teaching of American History* is in the final stages of publication. Copies of this Yearbook due all members of the National Council whose membership was in good standing as of November 1946 will be mailed to members as soon as copies arrive from the printers. The unavoidable delay in the preparation and printing of the Yearbook is regretted by all concerned, but members may be assured that everything possible is being done to hasten publication and that they will receive their copy as promptly as possible.

Canada

The Canadian Council of Education for Citizenship has published a number of bibliographies and pamphlets of interest to social studies teachers. Bibliographies available are: *Teaching Aids Obtainable from Departments of the Government at Ottawa* (10 cents); *A Guide to Reading on Canada*, for high school teachers and students of social studies (116 pages, 50 cents); *Educational and Vocational Guidance Materials*; *A Canadian Bibliography*, liberally annotated (25 cents). Pamphlets available in their "Democratic Way"

series, priced at 10 cents each, are: *My Share and Yours*; *The Problem of Race*; *Democracy and the Political Party*; *How We Hold Elections*; and *Parliament—Lawmaker for Canada*. Order from the Canadian Council of Education for Citizenship, 166 Marlborough Avenue, Ottawa.

In Other Magazines

The entire December issue of *Survey Graphic* is of interest and value to teachers in the social studies. One of their well known "Calling America" series, it is titled "The Right of All People to Know," and is divided into four sections: (a) communication among men; (b) the right to read; (c) rights to see and hear; and (d) implementing our right to know.

The December *Clearing House* again rings the bell with some excellent articles. Professor Butterweck of Temple University discusses "The Core-Curriculum for Secondary Schools." The author presents his conception of the core curriculum, and then concludes that "If it is the responsibility of the school to prepare pupils for life; if the type of society which shall constitute the pattern of life is a democracy; and if preparation for life is best assured by a learning situation in which the pattern of behavior is a replica of the pattern of behavior expected in a democratic society—then the core-curriculum as conceived here offers a better promise of a useful education than does the compartmentalized subject matter-centered approach which represents the traditional curriculum of our secondary schools." Five short articles, in the same issue, discuss different aspects of the work of the "student corporations" in the high school at Winnetka, Illinois. Jeannette Herman's "Why Sacrifice the Cream of the Class?" argues for more attention to the superior student. Mildred Schmidt of the University School, Ohio State University, describes an experimental course in sophomore English in an article entitled "Communication; A Course on Radio, Press, Movies, Books."

The December issue of *The School Review* contains an excellent article, with attention to historical background, by Quincy Wright on "Barriers to World Peace and Steps in Removing Them." In the same issue Paul B. Diederich discusses "The Measurement of Skill in Writing."

One of the areas in which the National Council has the opportunity of expansion, an expansion which can only follow the offering of greater

services, is that of rural education. Readers interested in this area will find the December issue of *New York State Education* extremely valuable. Among the excellent articles is one by Frank W. Cyr on "The Task of Rural Education."

Two active members of the National Council have collaborated on an excellent article which appears in the November issue of *The Journal of Educational Sociology*—Elaine Forsyth and Lloyd A. Cook, "Working with Groups in Classrooms."

George W. Hodgkins, long an active worker in improving social studies teaching, discusses current events teaching in "Too Much News for Too Little Time?" in the issue of *The Civic Leader* for December 9.

Readers interested in the historical novel will be interested in Edmund Fuller's "History and the Novelists" in the Winter number of *The American Scholar*. He discusses ten recent, or current, historical novels. Many people will care more for his occasional comments about historical novels in general.

John E. Dugan is one of the regular contributing editors to *The Educational Screen*. His column in the November issue, devoted to "Films in International Teaching for International Understanding," is of more than usual interest to social studies teachers.

Readers who enjoyed the excellent article in the January *Social Education* which was written in part by Ralph H. Ojemann, will find the latter's article on "Using Community Resources in the Classroom" in the November *Teachers College Journal* (Indiana State Teachers College, Terre Haute) both valuable and interesting.

Social Education Editorship

A committee to nominate a successor to the present editor of *Social Education*, whose resignation takes effect July 1, was appointed at the Boston meeting of the National Council for the Social Studies. The committee would be glad to receive suggestions from National Council members. The committee consists of Mary G. Kelty, chairman, 3512 Rittenhouse Street, N. W., Washington 15, D.C.; Chester McA. Destler, Connecticut College, New London, Connecticut; Allen Y. King, Board of Education, Cleveland, Ohio; and, as consultants, Howard R. Anderson, U. S. Office of Education, Washington, D.C.; and Erling M. Hunt, *Social Education*, Fayerweather Hall, Columbia University, New York 27, N.Y.

Pamphlets and Government Publications

Ralph Adams Brown

The Orient

In the November issue this section headlined the work of The East and West Association. Another organization which has done wonders in helping to meet the increased interest in, and demand for, teaching materials on the Far East is the American Council, Institute of Pacific Relations. Teachers should contact the office nearest to them: 1 East 54th Street, New York 22; 417 Market Street, San Francisco 5; 1710 G Street, N.W., Washington 5; 1151 S. Broadway, Los Angeles 14; or 215 Columbia Street, Seattle 4.

"The Institute of Pacific Relations is a non-governmental, research and educational organization, founded in 1925, to facilitate the scientific study of the peoples of the Pacific area. It is an international organization, with autonomous national councils of private citizens in the various countries with interests in Asia and the Pacific." The American Council, United States branch, has several types of materials of interest to social studies teachers.

TEACHING GUIDES AND AIDS:

We Study China (15 cents). Elementary school and junior high school teachers should find this especially helpful. It is the report of a seventh and eighth grade project in a small school in a rural community in Pennsylvania. The teacher reports that "We spent fourteen weeks on the study of China and completed our required work according to our local course of study at the same time. In other words, we did not study 'China' all day every day. It was necessary to use all sorts of ingenuity in order to obtain material, for nothing but a basic geography text was furnished by the district. The Book Club bought some material, the teacher bought the rest. Altogether, we spent about \$12. Other materials were borrowed from neighbors, from the State Library, and from the Loan Library of the U.S. Office of Education."

This 21-page booklet is illustrated with drawings made by the children. It contains lists of their activities, a test, a bibliography (prepared by an eighth-grade girl), and an adaptation of a book in dramatic form.

This is an unusually stimulating and suggestive pamphlet, and it shows what an ambitious and imaginative teacher can accomplish, even with limited resources. *The Far East—A Syllabus*, by George L. Harris (40 cents). This syllabus was revised in 1944. Section One considers the geographic and ethnological background of China, Japan, the Philippines, and the Netherlands Indies. Section Two contains three parts: the history of China, of Japan, and the American Role in the Far East. There is a very usable bibliography which indicates those materials suited to student use.

Map Worksheet of China (50 cents). A packet of fifty maps.

Outline Wall Map of China (15 cents).

Map of Asia (25 cents). Six maps in one.

Treatment of Asia in American Textbooks, edited by Howard E. Wilson (40 cents). This recent publication is of first importance for all teachers working in this area, and for all institutions engaged in training future social studies teachers. One hundred and eight textbooks, in five areas—geography, world history, United States history, civics, and modern problems and at all grade levels, were examined for the adequacy and accuracy of their treatment of Asia. The report not only discusses the inadequacies which we have all known exist, but indicates ways of improving the treatment, making constructive and logical suggestions.

As Dr. Wilson states in his introduction, "The circumstances of World War II and the strenuous responsibilities of a peace which must be world-wide in order to endure have emphasized for most Americans the necessity of understanding much about 'one world.' It has become increasingly clear that education for citizenship within the United States is not limited to purely domestic concerns. It requires sensitive understanding of far-flung peoples and cultures and places. . . . Realization today of the fact of one world impels us to re-examination of our own history, of the various disciplines through which we analyze society and of the education of American youth all in the light of world affairs and relations."

BIBLIOGRAPHIES:

Books on Asia for Elementary and Junior High School (5 cents).

Chinese Literature for the English Classroom (5 cents).

What to Read on China (5 cents).

Books on Japan (5 cents).

Books on the Soviet Union (5 cents).

PAMPHLET TEXT SERIES:

This series of unusually well-prepared, well-printed, and bound pamphlets is issued jointly by the American Council, Institute of Pacific Relations, and the Webster Publishing Company, St. Louis. They are written by outstanding authorities in the area, edited by Maxwell S. Stewart, and well illustrated. All except the last two, which are longer, are 94 pages in length, and all are priced at 40 cents (with special prices to schools).

Twentieth Century India, by Kate Mitchell and Kumar Goshal.

Lands Down Under, by C. Hartley Grattan.

Behind the Open Door; the Story of American Far Eastern Relations, by Foster Rhea Dulles.

Changing China, by George E. Taylor.

Modern Japan, by William Henry Chamberlin.

Land of the Soviets, by Marguerite Ann Stewart.

Peoples of the China Seas, by Elizabeth Allerton Clark.

(The next two are edited by Margaret Ann Stewart.)

Spotlight on the Far East; A Handbook, by Joseph M.

Bernstein, with chapters by Marie Keesing and Harriet Moore.

China Yesterday and Today, by Eleanor H. Lattimore.

POPULAR PAMPHLETS SERIES:

These pamphlets have been prepared primarily for adult use. Yet their easy, informal style makes them excellent for student reference and collateral reading. They are approximately 60 pages in length, and, except for a few indicated exceptions, sell for 25 cents—special discounts on orders for ten or more.

Labor Unions in the Far East, by Eleanor H. Lattimore.
Labor in Australia, by Lloyd Ross.

Asia's Captive Colonies, by Philip E. Lilienthal and John H. Oakie—This one is briefer and sells for 10 cents.

Wartime China, by Maxwell S. Stewart.

Speaking of India, by Miriam S. Farley.

Russia and America: Pacific Neighbors, by Foster Rhea Dulles.

Pacific Islands in War and Peace, by Marie M. Keesing.

Filipinos and Their Country, by Catherine Porter.

Korea Looks Ahead, by Andrew J. Grajdanzev.

The ABC's of Modern Japan, by Wilson Morris.

Meet the Anzacs! by W. L. Holland and Philip E. Lilienthal. 10 cents.

Our Far Eastern Record: The War Years, by Shirley Jenkins.

What Are We Doing with Japan? by Anne and William Johnstone.

Trading with Asia, by Shirley Jenkins.

Know Your Enemy: Japan! by Anthony Jenkinson. 5 cents.

War on Japan, by Gilbert Cant. This is a brief but excellent summary of the war against Japan, to April, 1945.

Our Job in the Pacific, by Henry A. Wallace.

CHINA COUNCIL SERIES:

This series of pamphlets were prepared by the China Council of the Institute. They are not always easy reading, yet students whose interest in China had been aroused would, in many cases, find them rewarding. Certainly they would be helpful to any teacher preparing to initiate a study of China. Prices vary, and are indicated in each case.

China's Contribution to World Peace, by Kung-Chuan Hsiao. (35 cents).

China and Foreign Capital, by W. Y. Lin. (35 cents).

Industrial Planning in China, by Ching-Chao Wu. (35 cents).

China and Southeastern Asia, by Su-Ching Chen. (50 cents).

The Far East in a New World Order, by S. R. Chow (35 cents).

Freedom from Fear, by Dison Hsueh-Feng Poe (15 cents).

SOCIAL STUDIES READERS:

These illustrated books will sell for \$1.12. They are in preparation and should be available soon.

An American Boy Visits the Orient, by Sydney Greenbie. 320 pp.

Boys and Girls of the Orient, by Marguerite A. Stewart. 288 pp.

The Orient Past and Present, by Elizabeth Seeger. 320 pp.

MISCELLANEOUS:

Let's Try Chinese; A Primer of Chinese Characters. 25 cents.

Negro Biography

Biography furnishes a means of breaking down racial and religious antagonism and distrust that has never been adequately explored. It may be especially helpful when the subjects of the study are people of comparatively minor importance, since there is always a tendency on the part of the arrogant majority to say, "Oh yes, but he is the exception," when a conspicuously successful member of a minority group is mentioned.

If this thesis is correct, then *Twelve Negro Americans*, by Mary Jenness (The Friendship Press, 156 Fifth Avenue, New York 10. 75 cents) is a book of sufficient importance to warrant its purchase by any social studies or school library. First published ten years ago, and now re-issued in a 180-page, paper-covered book, the biographical sketches which Miss Jenness has written include challenging but little-known figures in many fields. She has purposely omitted Negroes in literature, music, and art on the grounds that those are the areas in which Negro success is most commonly accepted. As the author points out in her foreword:

Most Negroes, like most whites, are not in the spotlight, but an increasing number of them are trained people who are quietly doing a good job that never gets into the headlines. For example, the Jeanes supervisor of rural schools whose story is told here has not become known outside her state, nor the social worker outside her city. Yet such stories as these should be better known to young people, both colored and white, because in them the whole Negro race may be seen coming forward.

British Manuscripts on American History

The Manuscripts Division of the Library of Congress has just issued a guide which makes available to writers and students of American history over a million pages of manuscripts contained in various British depositories and pertaining to American history. The important thing about these manuscripts is that, as a result of a policy of acquisition which began with the purchase of a collection of facsimiles from Mr. Benjamin Franklin Stevens of London nearly fifty years ago, the Library of Congress now possesses either handwritten transcripts, photostats, or photographic enlargements of each of them.

The collection includes (1) manuscripts dealing with the history of the United States during the colonial period, comprising official correspondence and similar material that passed between the governors and other administrators of the English colonies in America and their superiors and other officials in England, and records of colonial wars; (2) papers illustrative of diplomatic,

military, and naval relations between the British government and the United States government after the American Revolution; (3) manuscripts dealing with the cultural, economic, and social history of the United States during the colonial and early national periods, such as records of exploration, travel, religious groups (particularly the Church of England missions in America), commerce, and shipping.

Titled *A Guide to Manuscripts Relating to American History in British Depositories Reproduced for the Division of Manuscripts of the Library of Congress*, this book contains 313 pages (including an index) and may be obtained from the Office of the Superintendent of Documents, U.S. Government Printing Office, Washington 25, for \$1.25.

International Conciliation

Any social studies teacher who, either in classroom or co-curricular activity, deals with current international problems should subscribe to *International Conciliation*. This magazine is published monthly, except for July and August, by the Carnegie Endowment for International Peace, 405 West 117th Street, New York 27. The subscription price is 25 cent a year, or five years for one dollar. Individual issues cost 5 cents. "This series presents the views of distinguished leaders of opinion of many countries on vital international problems and reproduces texts of official treaties and public documents." The last three issues have dealt with The Control of Atomic Energy; Learning and Peace; and The Share of Labor in World Trade. Some of the issues contain from 40 to 60 pages.

Free Source Materials

Mr. John H. Powell, assistant librarian in charge of research, has informed me that two of the recent publications of the Free Library of Philadelphia, Logan Square, Philadelphia 3, will be sent free to libraries and schools, but not to individuals. These are: *On the Improvement and Settlement of Land in the United States; An Essay by the late JAMES WILSON*; and *The Musical Works of William Henry Fry in the collections of The Library Company of Philadelphia*, by William Treat Upton.

The Wilson pamphlet is 31 pages in length, and is bound in stiff paper. It contains a fine introductory essay of six pages by Mr. Powell, and is an excellent aid to an understanding of the attitude of Easterners toward Western lands, and speculation in them, in the closing years of the eighteenth century. Not every young person will enjoy reading this, or even looking at it, but many will be interested in the latter. It is a helpful pamphlet for recapturing the flavor of a past age, and as such is well worth the three cents and

a few minutes time it will take to write a letter, on school or library stationary, asking for a copy.

The second pamphlet is more specialized, and therefore less apt to be of value to the high school teacher. Yet there are young people so sincerely interested in music that they would enjoy it. Perhaps, for them, it would be a means of awakening an interest in history and an appreciation of its many-faceted nature.

Transcripts

The transcripts of the various radio forums are materials that no social studies teacher can afford to ignore. Those of the weekly University of Chicago Round Table can be had for \$1.50 for each six months period. (Address the University of Chicago Round Table, Chicago 37.) These pamphlets, from 20 to 30 pages in length, contain the official transcript of the broadcast, plus certain teaching aids: a page of questions, titled "What Do You Think?" and a page of references on the topic.

A list of transcripts of programs during 1940-1944 which are still available will be sent to any teacher on request. The following 1945 and 1946 transcripts are in print:

1945:

- 394, Are We Going Back to Normalcy?
- 395, What Should Be the National Labor Policy?
- 401, Breaking the Housing Blockade
- 406, The State of the Nation

1946:

- 407, Problem of the Year: Control of the Atom
- 408, Things to Come: How Science Shapes the Future
- 409, Congress and the President
- 410, G.I. Education
- 411, What Is the Solution to the Labor Crisis?
- 412, What Is Equality?
- 413, The World Food Crisis: What Should America Do?
- 414, Public vs. Private News: How Should the World Learn About America?
- 415, The American Commonwealth Today
- 417, The Little Man in a Big Society: What Can He Do?
- 418, Can We Keep the Peace?
- 419, The Great Powers and the UNO
- 420, What Can Be Done About Inflation?
- 422, Europe's Political Future
- 423, The Challenge of Our Time
- 424, The Implications of Atomic Energy
- 425, How Dangerous Is the National Debt?
- 426, Labor and the Law
- 427, The Future of Liberal Government
- 428, Can Representative Government Do the Job?
- 429, The Military Staff Committee and the United Nations
- 430, Two Billion People
- 431, The United Nations and the Bomb
- 432, Education and the G.I.'s
- 433, Congress
- 434, What Progress in Cancer Research?

- 435, What Does Russia Want?
 - 436, Are We Re-educating the Germans and the Japanese?
 - 437, The Chinese Civil War
 - 438, The Paris Peace Conference
 - 439, What Is Communism?
 - 440, The Economic Issue of the Coming Election
 - 441, What Is Capitalism?
 - 442, Nutrition in a Hungry World
 - 443, One or Two Worlds? The Dilemma of American Foreign Policy
 - 444, Must Men Fight?
 - 445, Wartime Lessons for Peacetime Psychiatry
 - 446, Atomic Energy and Everyday Life
 - 447, Can Europe Federate?
 - 448, What Is Happening to the United Nations?
 - 449, America and the Chinese War
 - 450, What Are the Issues of the Election? November 3
 - 451, The Making of World Government
- (This carries the list through November 10, 1946.)

Department of State

The publications of the State Department are varied as to type of material, difficulty of use, and grade levels to which they are best adapted. Some of the following materials are of teacher interest only, others are fine for the college student, and some can be used advantageously on the secondary level. It should be borne in mind, always, that by means of careful assignment, specific information requested, and teacher explanation, many materials which might at first glance seem too difficult for student use can be valuable teaching aids. All of these publications can be obtained from the Superintendent of Documents, U.S. Government Printing Office, Washington 25. The price of each is given, directly after the title.

Report of the United States Education Mission to Germany (Publication 2664, European Series 16, 15 cents). This 50-page pamphlet is of real importance. Alert students, as well as teachers, will enjoy the penetrating analysis of "Factors Conditioning German Education," while the 25-page discussion of "German Education" is of first importance for all educators.

United States Economic Policy Toward Germany (Publication 2630, European Series 15, 40 cents). This 150-page pamphlet is pretty heavy going, at least for students below the college level, yet there are some very usable maps and charts, and two-thirds of the pages are devoted to the reproduction of a large number of documents, e.g., the Yalta Agreement. It has, therefore, considerable value.

United States and Italy, 1936-1946: Documentary Record (Publication 2669, European Series 17, 65 cents). This 250-page paper-covered book contains several maps and reproduces 101 documents which range, in point of time, from the announcement of the Rome-Berlin Axis to the Radio address of Secretary Byrnes from Paris on May 20, 1946. This would be of little student use below the college level.

Occupation of Japan; Policy and Progress (Publication 2671, Far Eastern Series 17, 35 cents). This 175-page

pamphlet contains two good maps (end papers) and a large amount of documentary material, some of which would be of interest to good students in twelfth-grade problems courses.

The Textile Mission to Japan; Report to the War Department and to the Department of State, January-March, 1946 (Publication 2619, Far Eastern Series 13, 15 cents). Forty pages of pretty solid material, loaded with statistics. Yet it could be used with a secondary school class studying Japan.

Trial of Japanese War Criminals (Publication 2613, Far Eastern Series 12, 20 cents). Of very little immediate value except to the teacher or writer of history, it may eventually have more historic significance because of the documents concerning the trial.

Activities of the Interdepartmental Committee on Scientific and Cultural Cooperation, June 30, 1946 (Publication 2622, Inter-American Series 31, 15 cents). This would require careful teacher preparation to make it of use on the secondary school level, yet it does contain some important information about the establishment of better relations with the rest of the Americas.

Report of the West Indian Conference, Second Session; St. Thomas, Virgin Islands, United States of America, February 21 to March 13, 1946 (Publication 2615, Conference Series 88, no price given). Same comments as above.

The International Control of Atomic Energy; Scientific Information Transmitted to the United Nations Atomic Energy Commission, June 14, 1946-October 14, 1946; Prepared in the office of Mr. Bernard M. Baruch, United States Representative (Publication 2661, The United States and the United Nations Report Series 5, 30 cents). Few students below the college level could handle this material, yet it is of great importance; teachers should at least be familiar with it.

Foreign Policies, Their Formulation and Enforcement, by Loy W. Henderson (Publication 2651, no price given). This 20-page pamphlet consists of an address by the Director of the Office of Near Eastern and African Affairs, Department of State, on September 19, 1946. It might prove helpful, on the upper grade levels, in explaining the workings of our State Department.

Building a New World Economy (Publication 2618, Commercial Policy Series 94, no price given). A brief, well illustrated discussion of the need for an expanded world trade and of the tendency of cartels to throttle that trade.

New Horizons for World Trade (Publication 2591, Commercial Policy Series 90, no price given). Similar to above, not illustrated.

Suggested Charter for an International Trade Organization of the United Nations (Publication 2598, Commercial Policy Series 93, no price given). Detailed and technical, but it has potential value as an important document.

The New Republic of the Philippines, by Edward W. Mill (Publication 2662, Far Eastern Series 16, no price given).

Report on the Paris Peace Conference, by the Secretary of State (Publication 2682, Conference Series 90, 5 cents).

U.S. Aims and Policies in Europe, by the Secretary of State (Publication 2670, European Series 18, 5 cents).

Report of the U.S. National Commission for UNESCO; September 27, 1946 (Publication 2635, The United States and the United Nations Report Series 4, 10 cents).

Sight and Sound in Social Studies

William H. Hartley

Motion Picture News

A catalog of motion pictures and filmstrips on soil and water conservation may be obtained free of charge from the Education Section, Soil Conservation Service, U.S. Department of Agriculture, Washington 25.

For a good summary of current thinking in the field of audio-visual materials and techniques we recommend the *Proceedings of the Fourth Annual Visual Education Institute* of the University of Wisconsin. It is full of good ideas. Copies are \$1.50 from W. A. Wittich, 1204 West Johnson St., Madison 6.

Joe Park of Northwestern University writes on "Selecting Films for Classroom Instructional Purposes" in December's *Coronews*. Copies of this interesting little publication are free from Coronet Productions, Glenview, Illinois.

"The Motion Picture" is the title of a selected booklist published for the twentieth anniversary of the sound motion picture. This bibliography was prepared by the American Library Association and Warner Brothers Pictures, Inc. Copies of the booklet may be obtained at no cost from Educational Bureau, Warner Brothers Pictures, 321 West 44th Street, New York.

W. Gayle Starnes, Director of Acquisition and Distribution for the Library of Congress Motion Picture Project recently reported that the functions of the project are three-fold: (1) to serve as a clearing house of information on motion pictures, (2) to deposit negatives with private libraries in order that prints can be purchased, and (3) to distribute motion pictures on an inter-library loan basis for research purposes. Some 64 persons are to be employed on this project, from which the schools should benefit greatly.

"An Index and Guide to Free Educational and Classroom 16-mm. Sound Films from Industry, 1946-1947" is available free from Modern Talking Picture Service, 9 Rockefeller Plaza, New York 20.

The American Council on Education (744 Jackson Place, Washington 6) has published a 168-page report of a conference sponsored jointly by the Council and the Film Council of America in the spring of 1946. The report is entitled *Use of Audio-Visual Materials Toward Interna-*

tional Understanding. The report contains specific suggestions concerning next steps. It's worth reading.

Recent Films

A. F. Films, Inc., Room 1001, 1600 Broadway, New York 19.

Glass Bell. 11 minutes, sound; rental, \$2. The case of Fascism and its effects on the common man.

Brandon Films, Inc., 1600 Broadway, New York 19.

Brotherhood of Man. 10 minutes, sound, color; rental, apply. Animated color cartoon on the races of mankind.

Castle Films, 30 Rockefeller Plaza, New York 20.

News Parade of the Year (1946). 10 minutes, sound; sale, \$17.50. The year's most important events shown in brief sequences.

Encyclopaedia Britannica Films, 20 North Wacker Drive, Chicago 6.

Public Opinion. 10 minutes, sound; sale, \$45. Traces public opinion processes from "state of tension," in which people realize "something is wrong," through the stages of "diagnosis and prescriptions," through further debate, to final action.

Paper. 10 minutes, sound; sale, \$45. The story of modern paper making.

Films of the Nations, Inc., 10 Rockefeller Plaza, New York 20.

Jan Christian Smuts. 10 minutes, sound; rental, \$1. Life of the South African Statesman.

Graphic Services Section, Bureau of Mines, 4800 Forbes St., Pittsburgh 13.

Drama of Steel. 34 minutes, sound; free. The history of steel making from the discovery of one of the earliest known methods of steel manufacture to modern processes.

The Story of Nickel. 30 minutes, sound; free. Nickel, from mine to manufactured product.

International Film Bureau, 84 East Randolph St., Chicago 1.

The Story of Money. 16 minutes, sound; rental, \$2. From the earliest days of barter to the complexities of modern banking.

Limmel-Meservey, 321 South Beverley Drive, Beverley Hills, California.

Historic New England. 20 minutes, sound, color; sale, apply. Historic, geographic, and economic importance of the region.

March of Time, 369 Lexington Avenue, New York.

Britain and Her Empire. 17 minutes, sound; rental, \$3.50. Britain's struggle to maintain her place in the sun. National Federation of American Shipping, 1809 G Street, N.W., Washington.

America Sails the Seas. 30 minutes, sound, color; rental, apply. The story of the U.S. Merchant Marine.

Official Films, 625 Madison Ave., New York.

News Review of 1946. 10 minutes, sound; sale, \$17.50. A summary of the year's headlines.

Pictorial Films, Inc., RKO Building, Radio City, New York 20.

How A Bill Becomes A Law. 20 minutes, sound; rental, \$3.50. A step by step study of the process of law making.

Social Documentary Films, 7819 Eastern Avenue, N.W., Washington 12.

Hopi Horizons. 22 minutes, sound, color; sale, \$150. The result of months of effort on the Hopi Reservation to depict the reality of present-day Indian life; on-the-spot recordings of interviews, chants, and folk songs.

Sun Dial Films, 625 Madison Avenue, New York.

Road to Victory. 9 minutes, sound; rental, \$1.50. The building of China's Stilwell Highway.

Swift and Co., Agricultural Research Division, Chicago.

Red Wagon. 77 minutes, sound, color; free. Life of G. F. Swift and the development of the meat-packing industry.

Union Films, Room 800, 1507 M Street, N.W., Washington.

Deadline for Action. 40 minutes, sound; rental, apply. Points out the role that labor can play in building a better Congress.

U.S. Treasury Department, Washington.

America the Beautiful. 30 minutes, sound, color; free. A stirring film on the variety of natural beauty in our country.

Young America Films, Inc., 18 East 41st Street, New York 17.

Meet Your Federal Government. 15 minutes, sound; sale, \$45. Bill and his Uncle Jim visit the three main branches of government.

Apparatus

Teachers have long felt the need for an opaque projector which would project full pages from magazines and books. The standard opaque projector (sometimes known as balopticon, delineoscope, or reflectoscope) is limited by the size of the copy opening to a picture 6x6 inches or less in size. The Charles Beseler Company (243 East 23rd St., New York 10) in announcing its new model OA₃ stresses the fact that this machine can handle pictures up to 7½x10 inches. Equipped with an 18-inch focal length lens, this projector will fill a screen of 5½ to 15 feet from projected distances of 13½ to 27 feet. The projector uses two 500-watt lamps and is air cooled.

A new dual-purpose projector which shows filmstrips or 2x2-inch slides has recently been announced by the Ampro Corporation, 2835 N. Western Avenue, Chicago 18. This machine features a film guide to bring film into exact position in the projector.

Basic standards to guide school officials in selecting radio equipment are formulated in a new publication, *School Sound Systems*, which

was prepared by the Joint Committee on Standards for School Audio Equipment, serving at the invitation of John W. Studebaker, U.S. Commissioner of Education. The booklet contains many worthwhile suggestions for the utilization of sound equipment in educational institutions. Single copies of *School Sound Systems* are available without charge from Radio Section, U.S. Office of Education, Washington 20.

Radio Notes

Each Saturday from 4:00 to 4:30 P.M. EST, the National Broadcasting Company in cooperation with the American Medical Association presents a program entitled "Doctors—Then and Now." This series of broadcasts dramatizes stories of pioneer doctors struggling through the wilderness, of courageous men and women willing to experiment with new treatments, and of medical men who have fought for sanitation against the indifference of public opinion. Each broadcast dramatizes an important story or event in a particular section of our nation.

A series of handbooks has been prepared for NBC's "Home Is What You Make It" series. Of special interest to social studies teachers is Volume 2, *Housing*. The handbooks cost 25 cents each from International Press, P.O. Box 30, Madison Square Station, New York 10.

The current semester marks the third year of cooperative experimentation with educational television in New York City schools. A feature of this year's program is a television-quiz show in which the junior high schools of New York City compete in a weekly quiz tournament.

It is indeed difficult for most schools to find radio programs that fit into the local course of study and that are broadcasting during school hours. Probably the only answer is school-owned broadcasting stations that are an integral part of the school system. A program worth investigating while awaiting the ideal is "Time to Remember," CBS, 10:45-11 A.M. daily. This is a series on regional legends and true stories from history.

A series of programs designed to bring fresh points of view to the problems of world freedom and security is "World Security Workshop," broadcast Thursday over ABC from 10:00 to 10:30 P.M., EST. The programs are presented in cooperation with Americans United for World Government.

The number of publications in the field of radio is increasing at so rapid a pace as to make it almost impossible to keep informed concerning all of them. A new magazine worth exploring is

Sponsor. Written for the men who foot the bill of commercial radio to the tune of \$500,000,000 each year, this publication offers an insight into the problems of broadcast advertising. Write to Sponsor Publications, Inc., 40 West 52nd Street, New York 19, for a sample copy.

Recordings

"This is Puerto Rico!" is a series of six vivid documentary recordings produced by the Office of Information for Puerto Rico and the U.S. Department of the Interior. Each record has a complete 15-minute program on each side. The 16-inch discs require playback equipment with a turntable speed of $33\frac{1}{3}$ revolutions per minute. The recordings cannot be played on ordinary phonographs. The records provide lively, authentic information on an American island—its history, songs, customs, economy, and politics. The records (in English) may be borrowed for from two to six weeks. The only expense to the borrower of the recordings is the cost of the return shipment to Washington. With the records comes a teacher's manual, photographs and maps suitable for display, and a handbook of facts on Puerto Rico. If you want to borrow these records write to the Federal Radio Education Committee, U.S. Office of Education, Washington.

Filmstrips

Brandon Films, 1600 Broadway, New York 19.

X Marks the Spot. 60-frame filmstrip on the problems facing G.I. Joe on his return to civilian life. A sound filmstrip, complete with $33\frac{1}{3}$ rpm recording. Write for further information.

Current History Films, 77 Fifth Avenue, New York 3.

United Nations Charter. 85 frames. \$2.60. Explains the structure of UN and the functions of its six main bodies. Special charts, drawings, and photographs are accompanied by special narration and three official statements of background material.

Fact Films, 29 West 46th Street, New York.

The New Jersey Campaigns. Vitalizes the role of George Washington in the War for Independence. Apply for price and other details.

Film Alliance of America, Inc., 1600 Broadway, New York 19.

The Man in the Cage. 56-frame color cartoons showing the history, practices, and consequences for democracy of racial, religious, and national prejudices. This is a sound slide to be used with a $33\frac{1}{3}$ rpm record player, or sound filmstrip projector. Sale price, \$17.50; rental, \$2.50.

Popular Science Publishing Co., Audio-Visual Division, 353 Fourth Avenue, New York 10.

The Discovery and Exploration of America. A series of eight strips each treating fully a particular aspect of the topic. Individual filmstrips are (1) The Introduction—The

Age of Discovery, (2) The Story of the Vikings, (3) How Columbus Discovered America, (4) Cortez Conquers Mexico, (5) The Golden Age of Spanish Discovery, (6) The English Sea Dogs, (7) The Founders of New France, (8) How Our Country was Discovered and Explored—Summary and Review. Each filmstrip is made up of original drawings which are dramatic and authentic. This series is a real contribution to a field in which such material is badly needed. Price of the series, including Functional Teaching Guide, is \$24; of each filmstrip, \$3.

Society for Visual Education, Inc., 100 East Ohio Street, Chicago 11.

Coronet Picture Story and Safety Education. Two filmstrips each month, one picture story and one safety film, \$12 for eight months.

Visual Education Supply Co., 123 West Madison St., Chicago 2.

A History of the American People. A set of fifteen filmstrips covering the story of the United States from earliest discovery to World War I. Complete set of 15 strips, \$27.50. Each filmstrip, no manual, \$2.

Young America Films, Inc., 18 East 41st Street, New York 17.

Federal Government Series. A series of five new filmstrips especially designed to correlate with the junior and senior high school social studies program. Individual titles in the series are *Our Congress*, *The Department of Interior*, *The Department of Agriculture*, *Post Office Department*, and *Our Federal Government*. Sale price, \$2.80 per filmstrip. Teacher's guide included.

Maps

The Denoyer-Geppert Company (5235 Ravenswood Ave., Chicago 40) has announced a series of Decorative Pictorial Novelty Maps designed by Ernest Dudley Chase. These pictorial maps of South Africa, North America, Total World, and many sections and cities are available in full color, sepia, and black and white. They range in price from 50 cents for paper sheets to \$7.50 mounted on composition board, lacquered and framed.

A series of seven "Maps of Britain" will be sent free upon request to British Information Services, 30 Rockefeller Plaza, New York 20. The maps, in black and white, show Britain's counties, physical features, geographical regions, population, natural resources, agriculture, and industry.

A four-color map of the United States, size 31x23 inches, showing principal air routes costs only 10 cents from Air-Education Research, 100 East 42nd Street, New York 17. The map is illustrated with pictures of people, products, and industries.

Teaching Aids Exchange (Post Office Box 1127, Modesto, California) has 66 different outline projection map slides for classroom use. These maps can be projected in an ordinary slide pro-

jector upon blackboards, paper, or screens, and tracings can be made to any size desired. Write for list of map slides and prices.

For precise details on the construction of globes write to Air-Age Research (100 East 42nd Street, New York 17) for a copy of *Pupils Build Own Globes*. The price is 25 cents.

Posters

A copy of the *United Nations Poster* was sent to each member of the National Council for the Social Studies during the past month. If you did not receive a copy of this visual aid, or if you wish extra copies, address your request to Paul S. Amidon, Educational Consultant, General Mills Inc., 400 Second Avenue South, Minneapolis 1, Minnesota.

In response to requests for graphic material on international trade, the Department of State has prepared a set of fifteen trade charts. These charts are available in two sizes: 8x10½ inches and 38x48 inches. The charts deal with such topics as: "Development of U.S. Foreign Economic Policy," "Proposed International Trade Organization," "All States Use Imports," "U.S. Products Need Foreign Markets" and the like. The charts are available on request to the Division of Public Liaison, Department of State, Washington.

A large poster entitled "Races of Mankind," showing in cartoon forms facts concerning the world's peoples can be obtained by writing to Anti-Defamation League, 212 Fifth Avenue, Suite 601, New York 10.

Pictures

The Ford Motor Company (Dearborn, Michigan) will send, free of charge, a photograph illustrating the development of the automobile during the past fifty years. This is excellent material for use in a unit on transportation.

Pertinent Publications

The illustrated weekly *Geographic School Bulletin* issued by the National Geographic Society, Washington 6, D.C., is once more available to teachers. Issued 30 times during the school year, each *Bulletin* contains five articles and several illustrations or maps. For further information and a sample copy write directly to the National Geographic Society.

Building America is a picture magazine especially designed for school use. It is sponsored by the Association for Supervision and Curriculum Development, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D.C. This magazine fills a real need in the junior and senior high school for up-to-date information on current problems. Scheduled for release during 1946-47 are issues on Europe, Weather, The British Empire, Social Security, Food, Power, Men and Machines, and Aviation. Single Copies are 30 cents. A subscription for the current year is \$2.25.

The *Educators Index of Free Materials* is published annually by Educators Progress Service, Randolph, Wisconsin. This index is a card file of information on free material of all kinds, indexed according to their suitability for various grades and school subjects. It is a most complete guide to a wide variety of materials. The cost is \$3.50.

Helpful Articles

Freilicher, Elizabeth, "Radio in the Curriculum," *Film and Radio Guide*, XIII: 28-30, December, 1946. Schools must become radio conscious.

Imle, G. F., "The Motion Picture in World Peace," *Educational Screen*, XXV: 504-506, November, 1946. A plan for the organization of an international movie commission within UNESCO.

Wilgus, A. Curtis, "Bibliographically Speaking—Latin America," *See and Hear*, II: 36-37, November, 1946. A list of picture sources on Latin America.

Book Reviews

ONE WORLD IN THE MAKING: THE UNITED NATIONS. By William G. Carr. Boston: Ginn, 1946. Pp. v, 100. \$1.00.

This is the clearest description of the organization and functions of the United Nations that has appeared to date. William G. Carr served as Consultant for the United States delegation to the United Nations Conference on International Organization, San Francisco, and as Deputy Secretary-General, United Nations Conference for the Establishment of an Educational and Cultural Organization, London. He is well known as associate secretary of the NEA and secretary of the Educational Policies Commission. It is quite remarkable that an author who has a vast background of knowledge and experience is able to cut through all the complexities and give a straightforward and interesting account.

The tone of the book is deadly serious. The purpose is to make it easy for any one to understand the United Nations Charter. The concluding sentences of Part I read: "The hope of the world is that enough people will care deeply enough about peace to provide the money, the time, and the thought to make the Charter work. With real understanding, the other three will come without great difficulty. Whether we shall be the last generation to know war will depend on whether we are worthy to be the first generation to know lasting peace."

The organization of the book is rather unusual. Part I could be grasped by capable elementary school students. It deals with why the Charter is important, how it came to be written, and the six main agencies. The charts are a fine study in themselves. Part II gives the text of the Charter in the center of the page and notes on each side. Circled words in the Charter are connected by lines extending to the margin giving the explanation and description. High school juniors and seniors would gain an excellent understanding of the United Nations from a careful study of this material. Part III includes a test of 20 multiple-choice questions. Also, there is a set of problems or research questions that would challenge the abilities of the best students. In these, comparisons with the United States government and references to the League of Nations and Pan-American Union are made.

There is no section devoted to comparison of

the United Nations with the earlier League of Nations. After a student has studied this book it would be fairly easy to add a comparison of the two organizations. Some feel that showing the weak points of the League is one of the best ways to show the necessity for a strong United Nations.

The illustrations and symbols are fine and really supplement the text material. The first page has a drawing of an engine going at full speed, labeled "atomic bomb era." The engineer, asleep with his chin in his hand, is "public's postwar letdown." Each agency of the United Nations is given a symbol and this appears on the charts and when that agency is discussed. For example, the General Assembly is a speaker's gavel and the International Court of Justice is the scales of justice. A special index is supplied for these symbols. There is generous space allowed to make the charts and illustrations effective. This short book deserves great popularity and serious study in all kinds of schools.

JULIA EMERY

Wichita High School East
Wichita, Kansas

A SHELF OF LINCOLN BOOKS; A Critical, Selective Bibliography of Lincolniana. By Paul M. Angle. New Brunswick, N.J.: Rutgers University Press, 1946. Pp. xvii, 142. \$3.00.

THE DIARY OF A PUBLIC MAN. Foreword by Carl Sandburg and Prefatory Notes by F. Lauriston Bullard. New Brunswick, N.J.: Rutgers University Press, 1946. Pp. ix, 137. \$3.00.

The Abraham Lincoln Association of Springfield, Illinois, and the Rutgers University Press have recently announced a partnership that should bring greater recognition to each. The Rutgers University Press will not only publish future books of the Association, but will become trade representative for all which appeared before 1946. The present volumes are among the first results of this partnership, and both are of value to teachers and students of American history.

Mr. Angle has gone through the tremendous volume of published works pertaining to Lincoln—Jay Monaghan found nearly 4,000 books and pamphlets that devoted their major attention to

some phase of Lincoln's life had been published prior to 1939—and has chosen eighty-three as being, in his estimation, the most valuable. He has grouped these in three main divisions: Writings and Speeches, Biographies, and Monographs and Special Studies. Within the latter division there are twenty-three sub-sections, a fact that illustrates the breadth of Mr. Angle's choice.

The publication dates of selections range chronologically from 1860 to 1946. Each selection receives an annotation, which in many cases approximates the length of a scholarly review. The annotations are remarkable for their concise and critical appraisals, and furnish the real value of the volume. The busy teacher confronted with a student who wants help in choosing a "Lincoln book" (especially from the eleventh grade upward), or the teacher who wishes to stimulate interest in Lincoln, will find this volume extremely helpful.

The Diary of a Public Man first appeared in *The North American Review* in the fall of 1879. A day-by-day account of events and personalities in Washington between the election of 1860 and the firing on Fort Sumter, it at once attracted the attention of historians. So many of its author's activities and observations have been checked against other sources, and found to be authentic, that most historians have accepted the *Diary* and quoted its contents unhesitatingly. For many details of Washington life, during these months, it is the only contemporary source that we have.

Yet valuable as are its contents, chief interest in this *Diary* lies in the fact that it appeared anonymously, and that it has defied, for nearly seventy years, the efforts of many of our best historians to establish its author. To the historian or the layman who is interested in Civil War history, this is an unusually rewarding volume. To the teacher concerned with the use of source materials, this should offer interesting possibilities.

RALPH ADAMS BROWN

New York City

AMERICA: LAND OF FREEDOM. By Gertrude Hartman; Charles C. Ball and Allan Nevins, Consultants. Boston: D. C. Heath, 1946. Pp. 604. \$2.20.

The author of this junior high school American history text has apparently attempted a task a number of writers have undertaken—that of making history a rich, moving, fascinating story of people on the American scene. Miss Hart-

man has achieved this objective to a greater degree than many, and without making History too simple or childlike.

The style of *America: Land of Freedom* is simple and interesting. Frequent use is made of wisely chosen source material. This alone does not entitle it to uniqueness among texts, yet it is one of the outstanding characteristics of the book. For example, the story of Davy Crockett's whipping a stranger and thereby winning his vote illustrates the independence, rough character, and heartiness of the frontiersman. Other source references are equally appropriate—William Cody, Abraham Lincoln, Western stagecoach hold up. They should serve to convince adolescents that American History is the story of colorful, challenging, even entertaining activities of red blooded people and not the dull accounts bristling with baffling details so long foisted upon them by conscientious teachers who made children swallow them because they were a part of a text then in use. Such technical subjects as tariffs, money and banking, and constitutional questions are properly omitted. Such difficult concepts as sectionalism, nationalism, and imperialism do not appear as terms, but the story involving these concepts is presented. The writer of *America: Land of Freedom* apparently does not feel that junior high school history should be a diluted version of the high school or college brand.

Although other texts do contain more maps, charts, illustrations, and diagrams, those in this book do include a good choice of well-known paintings and illustrations depicting high points of American history. At the end of each unit are a variety of activities—vocabulary, questions, charts, identifications, and lists of readings. While these are probably not as extensive as in some texts they are adequate for the apparent purpose of the book—the story of American history.

Of the 604 pages of this text the first three units, or 169 pages, cover the period of discovery, exploration, colonial life and the Revolution. Four units, 230 pages, deal with the middle period—Constitution, westward expansion, the frontier. Three units (173 pages) treat the post-Civil War period. One on "The Making of an Industrial Nation" covers such topics as the passing of the frontier, industrial expansion, development of transportation, and communication. Another unit on the "wealth of America" deals with waste and conservation, immigration, urban growth, social reforms, women's rights, education, growth of labor unions, the 1929 depression, and



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DEMOCRACY IN AMERICA

1946 Edition of Muthard, Hastings, Gosnell's well-organized and interesting basal civics, because its positive approach suits it ideally to post-war needs.

NEWSON & COMPANY

72 Fifth Ave.

New York 11, N.Y.

the New Deal. The last unit, significantly entitled "One World," presents such subjects as the Monroe Doctrine, Spanish American War, World War I, World War II, the United Nations, and world organizations.

Several criticisms may be made of the organization of this book. For one thing, not enough of the book is devoted to the post-Civil War period which many experts in the social studies feel is of the greatest importance in American history teaching. However, if this were done when the rich historical material of the national period, the frontier, could not be utilized. In addition, the colonial period is over-emphasized—169 pages or nearly three-tenths of the book deals with that period. Another thing is the failure of *America: Land of Freedom* to incorporate such recent emphases in the social studies as Latin America, contributions of minority groups, and intercultural education. Perhaps the writer feels that they belong to courses other than American History, but if so, to which courses? *America: Land of Freedom*, while being interesting, colorful, and stimulating, does not attempt too much pioneering in new and unusual techniques or approaches in American history. Except for its source ex-

cerpts, frank omission of abstractions and avoidance of high school or college material, this text conforms to the conventional pattern.

LEONARD A. VITCHA

William Dean Howells Junior High School
Cleveland, Ohio

COLOR AND CONSCIENCE. By Buell G. Gallagher.
New York: Harper, 1946. Pp. ix, 244. \$2.50.

Approaching the problems of race conflict from the basis of religious ethics, Professor Gallagher examines a caste system that should distress and challenge all who claim adherence to Christian principles. The situation becomes especially terrifying to the author when he observes that Caucasians are outnumbered by other races of the world, two to one; he warns that whites, the real minority, some day might be on the receiving end of color persecution if they do not improve their ways.

Although concerned about the color caste system throughout the world, most of the specific references are to Negroes in the United States. The author refutes the allegation that the Negro is satisfied to continue his position of inferiority. He also shows the expensive results of segregation when inferior health, recreational, and educational facilities result in sickness, delinquency, and ignorance. Our caste system has prevented Negroes from attaining the cultural achievements of those in Europe; however, Professor Gallagher is equally condemnatory of discrimination practised in all Christian countries.

How can the Caucasian discard this racial arrogance that prevents him from living on an equal basis with the rest of the world? The solution offered is integration. Professor Gallagher rejects the ideas of extermination, colonization, parallel civilizations, and biological assimilation in favor of a program of cultural assimilation. Integration means more than toleration, a word carefully avoided by the author, since it requires the constant and forceful demonstration of "a high indifference to color." The success of integration places on everyone the responsibility of conducting relations with all mankind "without any restrictions or disabilities based on color caste—and without any advantages because of color or lack of it" (p. 173).

Professor Gallagher's thesis is logically and convincingly developed. The implications of Christianity as applied to all men regardless of color are as cogently presented from the Protestant point of view as they were from the Catholic

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Watch the Reviews of

"... This survey of community life is ... a distinct contribution to the literature of the field, and both pupils and teachers will enjoy its realistic treatment of life in representative American communities. Pupils who study this book should develop attitudes that will carry over into later adult activities."

ROBERT B. WEAVER, *Public Schools, Goshen, Indiana,*
in the October 1946 SCHOOL REVIEW

SCOTT, FORESMAN AND COMPANY

Chicago 5

Atlanta 3

Dallas 1

New York 10



point of view in *The Race Question and the Negro* by John H. LaFarge in 1943. This is a book that can be read with profit by all teachers who form and guide students' social attitudes and could be placed in the hands of mature students who have come in contact with the issues Professor Gallagher discusses.

WILLIAM G. TYRRELL

Columbia College

HUMAN LEADERSHIP IN INDUSTRY: The Challenge of Tomorrow. By Sam A. Lewisohn. New York: Harper, 1945. Pp. viii, 112. \$2.00.

Mr. Lewisohn's book is written primarily for the executive, large and small, particularly the plant manager. The author builds his treatment of industrial relations around some nine points.

1. Heretofore, labor problems have been approached from an emotional rather than a rational basis. If we wish to continue to increase our living standard, it will be necessary to combine effective handling of labor relations with efficient production methods.

2. Our labor problems are not solely ascribable

to our capitalistic system, but to unrestrained human nature, immature social organization, bad tradition, and poor administration.

3. The keystone of satisfactory industrial relations is the individual plant. Neglect, over a long period, of many relatively petty labor matters, often leads to major explosions.

4. The cardinal aspect of the labor problem is the make up, emotional and mental, of the operating executive. It is the author's belief that "Psychological orientation of the employer is initially more urgent than that of the employees and the education of the employer is initially more important than that of the employee."

5. The achieving of satisfactory industrial relations lies in convincing the resident superintendent and foreman of the need for constructive rather than militant methods. "There is often more prejudice against unionism among resident managers and local superintendents and foremen than there is in the home office among the upper executives and directors."

6. The employer is an agent of society and as such has certain responsibilities, one of which is to manage human relations in the best possible manner. To do this it will be necessary for em-

ployers to devote more time and thought to their human organization.

7. It is primarily the job of the executive to effect teamwork with the employees. Therefore, it will be necessary to carefully educate the executive in the proper methods of handling personnel problems. There is particular need to train the young technical student in handling human problems. College courses in social science, psychology, and labor relations will tend to produce future executives more properly trained to handle problems of human organization.

8. In setting up a plan of union-management cooperation care should be exercised not to reduce management's initiative and responsibility. The author believes that the sound principle of cooperation is to give the worker "a chance to say what he thinks is best about those subjects which are part of his daily experience, and which, therefore, he can understand."

To the reviewer, the significance of this book lies in the fact that an executive has told his fellow executives wherein they have failed in their handling of problems of human relationship, and how they may remedy their deficiencies. Mr. Lewisohn's book is now being used in undergraduate and graduate classes in "Industrial Relations." This augurs well for the future. We trust that works managers, foremen, and even vice-presidents will find time to read "Human Leadership In Industry" and thereby see themselves as another executive sees them.

W. ROY BUCKWALTER

Temple University

HIGH SCHOOLS FOR TOMORROW. By Dan Stiles. New York: Harper, 1946, \$2.50.

In order *really* to see schools for what they are and are not in relation to what they are *for* and *can* be, it seems helpful to get away from them, far enough and long enough to find perspective and to escape blindness to the habitual. Such absence from school need not withdraw one from education; possibly quite the contrary, particularly if after a time one returns to observe not one but many schools. In such fashion Dan Stiles, teaching in high school for a while, then for several years engaging in newspaper work, then visiting hundreds of schools as a lecturer deeply interested in education, qualified himself to see high schools from the standpoint of education by life for life.

As Mr. Stiles sees it, "a *community-in-miniature program*" should be the "core of the school

curriculum, the foundation on which the rest of the structure is to be built. A certain amount of classroom work must be retained, but the more closely it is related and tied to the activities program the more effective it becomes. . . . What is needed is a varied daily program in which students attend only two or three formal classes, well spaced, devote two or three hours to activities, another two or three hours to reading and study, and have in addition considerable time for rest and relaxation." Physically and by their atmosphere most classrooms should reflect their own peculiar functional character, and cease being so nearly identical in appearance.

The activities would include the organization and use of institutions of democratic community life on a child scale, realistic as possible, creative rather than imitative, in the spirit and form of expanding self-government. "A school bank, for example, can be used to smash the myth . . . that money is wealth." By means of their own newspapers young people may learn the function of newspapers, and to "question everything they read." Similarly a school radio station can promote "discontent with . . . weaknesses of the adult institution." "A school's *show business* program should be definitely aimed at enriching and elevating community entertainment. . . ." There would also be a school post office, a school library, a clinic, production and distribution of various goods and services. "It envisions a school organization that would sponsor a continuous program, study, recreation and entertainment seven days a week, every week in the year. . . . There would be periods of the year when the school building would be a beehive of activity; but there would be slack seasons when students were busy away from the building, and other times when the building might be deserted."

Most of what Mr. Stiles describes and advocates, and more, is being successfully demonstrated in piecemeal fashion, but no school has yet consciously, fully, and consistently reorganized to demonstrate the theory and practice which he champions. The ideas have been developed by such distinguished educators and philosophers as John Dewey but have seldom been put in such popular and attractive language.

My own experience as a school superintendent, in promoting recognition of the school as a community and of the community as a school, and in pointing out the personal growth and fulfillment which naturally results from such organized pursuit of purposeful social evolution,

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Designed for courses in general geography at the high school level, this text is up to date and well balanced. Changes brought about by World War II in our commercial, economic, political, and geographical life are taken into account.

Examination copies furnished upon request

J. B. LIPPINCOTT COMPANY

Chicago-Philadelphia-New York

has been such as to make me more respectful of this unpretentious, common-sense little treatise than I am of the usual books on school organization, educational sociology, and the principles of education. Perhaps it is not too much to say that it takes up where "The Sabre-Tooth Tiger Curriculum" leaves off. I respectfully recommend that administrators, board members, teachers, students and P.T.A. officials read aloud together one or both of these little books, then set up joint committees to study the bearing upon their own local situations. On a money-back basis they might well be guaranteed a lively and enjoyable experience, beneficial to the healthy development of their schools.

S. RAE LOGAN

Winnetka, Illinois

DEVELOPING THE SECONDARY SCHOOL CURRICULUM. By J. Paul Leonard. New York: Rinehart, 1946. Pp. xi, 560. \$3.50.

Many social studies teachers today are well aware of the futility of strictly departmental curriculum planning. They know that if the major

aim of social studies teaching—the development of competent citizens—is to be achieved, the whole school program must be so organized that it will contribute to the development of sound social attitudes and democratic behavior. Teachers of this opinion will welcome J. Paul Leonard's recent volume, *Developing the Secondary School Curriculum*. In the preface the author states: "If the secondary school is to discharge its functions to society, greater unity among the various subjects must be secured and a new orientation approximating modern social and political conditions must replace the emphasis formerly thrown upon the few major disciplines" (p. vii).

The first section of the book is devoted to an analysis of the relation between secondary school programs and the social problems of each major period of history. This cogent explanation demonstrates vividly the imperative need for change in our present high school program.

Conflicting educational theories, which serve as bases for curriculum planning, are then examined and appraised. Dr. Leonard succeeds, where many other educators have failed, in show-

ing the error of dualistic classifications such as personal *vs.* social—child *vs.* adults—cultural *vs.* vocational. All but the “either or” people, who may call Dr. Leonard a compromiser, must admit that he has formulated a sound and workable basis for organizing curriculum experiences. Social studies teachers—who we hope are more socially concerned than others—will cheer his outspoken plea for social direction. He says “If purposes direct behavior, the teacher cannot be neutral about their formulation. Purposes must be in harmony with the nature of the democratic society we desire, in harmony with the most desirable goals of the particular individual, and must be developed in such a way as to provide for a continuity in the process” (p. 103).

The next part of the volume is given over to the historical development of the curriculum movement, and a careful discussion of the various types of curriculum organization. The numerous examples of the curriculum plans of particular schools should help young students of education clarify hazy terms such as integration, correlation, and core curriculum.

There are two good chapters on the organization and use of unit teaching, although one might wish for more illustrations, such as the unit on soil erosion (p. 454), which show *process* as well as content. The author might also have included some discussion of the wise use of curriculum materials: books, magazine, visual aids, and field trips.

Dr. Leonard does not hedge when he summarizes the social goals of secondary education. It is heartening to read the recommendations asking that youth develop (a) a realization that our resources should be used to meet economic and social needs of all people, (b) an understanding that our traditional economic system should serve the public good, and if necessary be regulated by the government.

Developing the Secondary School Curriculum will undoubtedly be used as a basic text in colleges of education; it should also be useful for “in service” education of teachers, and as a source book for curriculum planning committees.

HELEN F. STOREN

Tenafly, New Jersey

HOME ROOM GUIDANCE. By Harry C. McKown,
New York: McGraw-Hill, 1946. 510 pp. \$2.75.
During the last twenty-five years the home

room has demanded increasing attention not only from guidance specialists but from administrators and teachers in general. It remains a controversial and largely unsolved problem and few writers have undertaken the task of interpreting the vast movement. In his *Home Room Guidance*, Dr. McKown has attempted to provide both philosophical background and practical aids to the organizing and administering of the home room program.

The 1946 edition contains the same wealth of material as the original 1934 book. Although some expansion has been made in chapter content, “Guidance in Home Membership” is the only new topic. An attempt has been made to bring up to date the selected chapter references.

As in the old edition the first section of the book is devoted to a development of the philosophy, purpose, and principles of organizing, administering, and developing the home room program. Dr. McKown summarizes by saying, “The home room places its main emphasis upon the education of the student rather than upon passing along a body of subject matter. The student himself becomes the subject studied, worked with, and learned about.” Exact information on the necessary supplies, frequency, and length of home room periods, membership, organization within the group, and the selection and placement of materials is provided, and illustrated with procedures followed by various schools.

The second half of the book consists of program material and activities for special phases of guidance such as orientation of students, educational and vocational planning, citizenship, personal relationships, health, manners and courtesy, thrift, and home membership. Whether the reader desires suggestions for an assembly, a home room program, a check list, or topics for discussion, he can find them in this book.

Not all of us would accept either Dr. McKown's thesis that the planned program is the heart of home room activity, or that this program is similar to the assembly program. This writer feels that something more spontaneous, more pupil initiated and directed is essential to a good home room program. Yet the fact remains that Dr. McKown has surveyed the movement and presented a practical, down-to-earth approach to the problem of the untrained teacher confronted with the duties of a home room.

MARIAN A. RAYBURN

Great Neck High School
Great Neck, New York

AUDIO-VISUAL PATHS TO LEARNING. By Walter Arno Wittich and John Guy Fowlkes. New York: Harper, 1946. Pp. xi, 133. \$2.00.

THE PREPARATION AND USE OF VISUAL AIDS. By Kenneth B. Haas and Harry Q. Packer. New York: Prentice-Hall, 1946. Pp. xii, 224. \$4.00.

AUDIO-VISUAL METHODS IN TEACHING. By Edgar Dale. New York: Dryden, 1946. Pp. xviii, 546. \$4.25.

The end of World War II brought with it a rush of interest in audio-visual materials and techniques. From the training departments of the armed forces came the heartening information that through a training program utilizing modern tools of learning, trainees had gained 25 to 35 per cent more factual information in a given time, and had increased by 35 per cent their ability to retain such information. Educators everywhere were challenged to reexamine their methods and determine whether or not the experience of the military instructors could be applied to the schools. Out of this reexamination has come an almost overwhelming amount of enthusiastic, drum-beating literature. "Get on the audio-visual bandwagon," it implies, "and learning is assured." There have been, to be sure, a few warning voices which caution that students are not soldiers, that schools are not training camps. They have been shouted down with boasts of "25 per cent, 35 per cent increase in learning." The "audio-visual method" threatens to become a fad which may result in superficial teaching and learning unless every step in its application to the schools is carefully and critically evaluated.

A first step toward such evaluation is reported by Wittich and Fowlkes in *Audio-Visual Paths to Learning*. Their study seeks to determine the relative effectiveness of several methods of integrating the film with classroom activities. To prepare the reader for an understanding of the problem, the writers outline the principal steps in the developments of the motion picture, its place in the classroom, and the difference between directed and undirected seeing. Then, utilizing twenty-seven Encyclopaedia Britannica sound films, especially prepared for teachers, the experimenters presented film lessons to equated groups of third, fourth, and fifth graders. One group saw the film with little or no preparation and then took an objective type test based upon the film content. A second group viewed the film after a narrative description and a study of

Simple-Direct-Nontechnical

Applied Economics

Third Edition—By J. H. Dodd

Simplicity is the keynote of the presentation throughout this entire book. The author has not gained simplicity by diluting the subject matter or escaping from otherwise difficult topics. Simplicity has been gained by completeness and vivid presentation. It is simple, direct, and nontechnical but challenging to students of the secondary level. The table of contents is as follows:

Unit I. The Nature of Economics

1. What We Study in Economics
2. Making a Living
3. Earning and Using Income
4. Helps for the Consumer

Unit II. Wealth and Its Production

5. Wealth, Income, and Welfare
6. Producing the Things We Want
7. Owning and Managing Business
8. Business Corporations
9. Co-operative Societies

Unit III. The Marketing of Goods

10. How Goods Reach Consumers
11. Trading at Home and Abroad

Unit IV. Prices

12. Value and Prices
13. Competition and Monopoly
14. Public-Utility Prices

Unit V. Money and Credit

15. Money
16. The Money We Use
17. Credit and Commercial Banks
18. Savings and Investment Institutions
19. Payments Between Countries
20. Changes in Prices and Money Value

Unit VI. Distributing Income

21. Sharing What We Produce
22. Rent for Land
23. Wages for Labor
24. Interest for Capital
25. Profits for Risk Taking

Unit VII. Economic Welfare

26. Differences in Income and Wealth
27. Labor Unions and Employers
28. Economic Security
29. Capitalism, Socialism, Communism, and Fascism

Unit VIII. Government

30. Government and What It Costs
31. Paying the Cost of Government

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words, phrases, and concepts which were a part of the film lesson. They then took the objective test. The third group went through the same preliminaries as the second, and in addition took part in a follow-up discussion, saw the film a second time, and then took the test.

As might be expected, the experiment outlined above resulted in increased learning for groups two and three. Statistically the group using the second method learned 50 per cent more than the first group, while an additional 50 per cent gain was recorded by group three. Furthermore, both high and low I. Q.'s seemed to learn to a comparable degree and both became "increasingly able observers." Messrs Wittich and Fowlkes have given us scientific evidence of the value of developing efficient classroom techniques in film utilization. A great danger lies in the acceptance of this technique as the *one* effective method, to be followed slavishly. The result of such blind conformity to routine will result in training children by conditional reflexes as one trains animals, rather than fitting our educational methods to the needs of individual children.

This training concept permeates the whole of *Preparation and Use of Visual Aids*. Perhaps there is some justification for such a philosophy here for this is a book designed to show the way to greater effectiveness in personnel training, sales demonstrations and display, and educational programs and advertising. The authors devote each chapter to a practical presentation of a visual aid that can be used in a training situation. What value, then, has such a book for social studies teachers? The value lies in its practical approach. The emphasis is placed on *where* to find, *how* to prepare, and *how* to use these aids. Business has much to offer education.

We can learn from the field of advertising a great deal about "eye appeal" and the preparation of effective and attractive materials. We do not need to use these materials as business uses them. We can even improve upon the effectiveness of their utilization. Highly recommended are the treatments which Haas and Packer give the topics of "Maps, Charts, Graphs, and Diagrams," "Flash Cards," and "Blackboard and Bulletin Board."

Far and away the best book ever written in the field of audio-visual materials and methods

is Edgar Dale's *Audio-Visual Methods in Teaching*. This is a comprehensive textbook for the practicing classroom teacher. The philosophy of the use of visual and auditory materials in teaching is well expressed. The principles of psychology are practically applied and a consideration is given to ways and means of making experiences usable and the learnings permanent. Each type of material is carefully explained and its place in the teaching process is outlined. There are separate chapters on the various subjects. The ones on "Vitalizing Geography" and on "Social Studies, History and Civics" are especially good.

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